Educational Executives' September 1961

OVERVIEW

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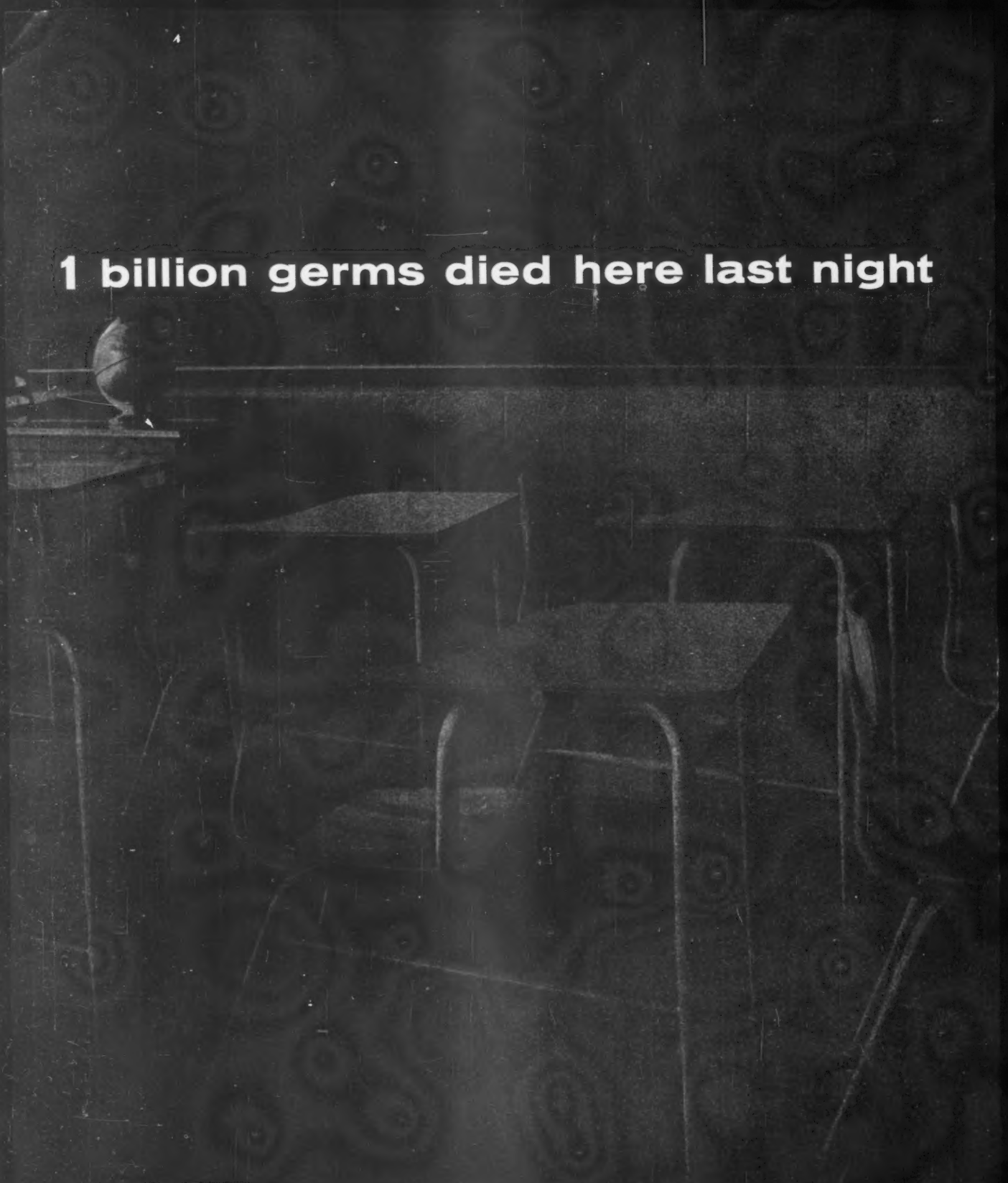

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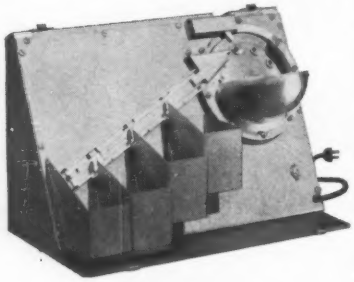

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LETTERS

The Downtown School

"The Downtown School" [July] . . . represents a long overdue recognition of the significant role educational executives can and must play in the rebuilding of American cities.

It has long been my belief that the quality of the schooling available in a neighborhood has been among the most significant factors in making that neighborhood a desirable place to live. The kind of thinking displayed in your article can go a long way towards the improvement of downtown schools to the point where one of the attractions for living in the city will be the quality of the educational opportunities available. Through the urban renewal process we can render significant assistance to a locality in improving the physical plant and the environment of downtown schools. Conversely, however, often the success of an urban renewal project will depend upon the quality of the schools which serve it. This will take inspired thinking on the part of educational executives so that local schools can be the "jewels" of redeveloped areas. . . .

WILLIAM L. SLAYTON, Urban Renewal Commissioner, Housing and Home Finance Agency, Washington 25, D. C.

Educational Executives'
OVERVIEW
A Buttenheim Publication

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Every Old Soldier . . .

. . . will want to read our special four-nation report titled "Why Daddy Went to War" (page 50). In today's nuclear world, when the threat of war hangs heavy once again, we might ask ourselves whether our students—tomorrow's leaders—are being given a true picture of how wars start. Those of us who fought the good fight may well be shocked by what our correspondents report. The editors hope that this shock may be translated into better history teaching in America's schools.

Next month's issue will feature a profile of the school business official today, a piece prepared by our editors to tie in with the early October convention of the Association of School Business Officials in Toronto. OVERVIEW will both exhibit and have a strong delegation on hand. We look forward to seeing many of our good friends in this key group of readers.

Donald V. Buttenheim
Publisher

I read with interest the article . . . entitled "The Downtown School." I was delighted to learn that reprints of this report are available and I am wondering if I can have about twenty-five copies [to distribute] to the trustees and administrators who are members of our Long Range Planning Committee.

JAMES H. HALSEY, President, University of Bridgeport, Bridgeport, Conn.

. . . an excellent article. . . . As you so skillfully point out the "Downtown School" is an important part of any decent living environment and therefore I believe the article would be of a special interest to our Board members.

Would it be possible for you to send 100 reprints that I might so distribute them?

JOHN G. VAUGHAN, Executive Director, Better Housing League of Cincinnati and Hamilton County, Inc., Ohio

Would it be possible to receive twenty reprints? . . . I found this article very stimulating and feel that members of our Citizens School Advisory Committee should have the opportunity to read this.

A. L. LAUER, Education and Training, Saginaw Steering Gear Division, General Motors Corp., Saginaw, Mich.

Challenging the Gifted

Congratulations on a very fine article by Claude Ivie, "Nine Ways to Challenge the Gifted" [July].

A tenth commandment should be added, however, as there was the omission of the use of correspondence study as a method of challenging the gifted. Correspondence study can be used for filling gaps in the curriculum where there is a lack of trained personnel. The University of Wisconsin offers more than 150 courses by correspondence ranging all the way from business courses through the languages.

ROGER W. AXFORD, Associate Director, Informal Instructional Services, University of Wisconsin, Extension Division, Milwaukee

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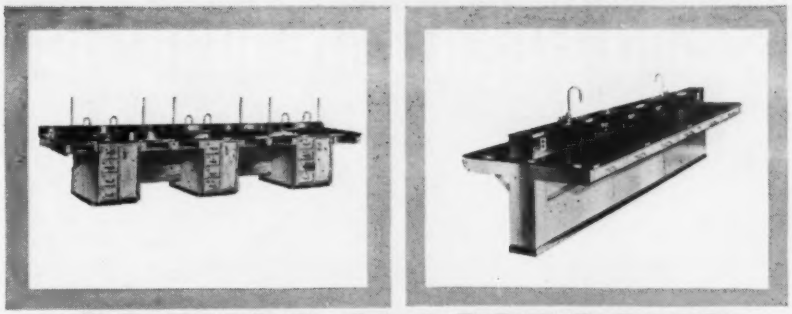

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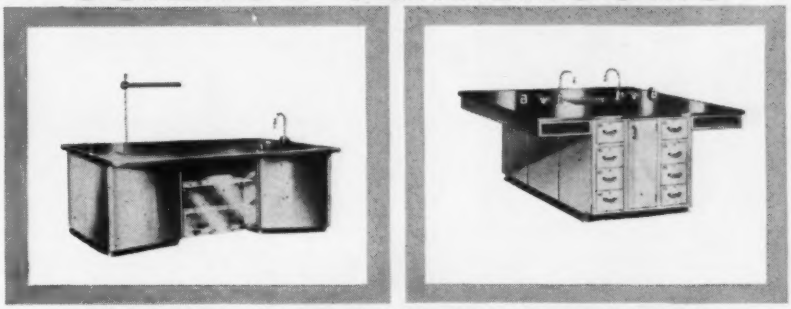

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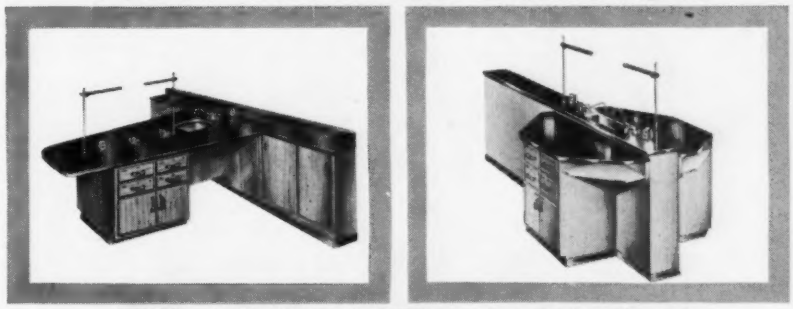

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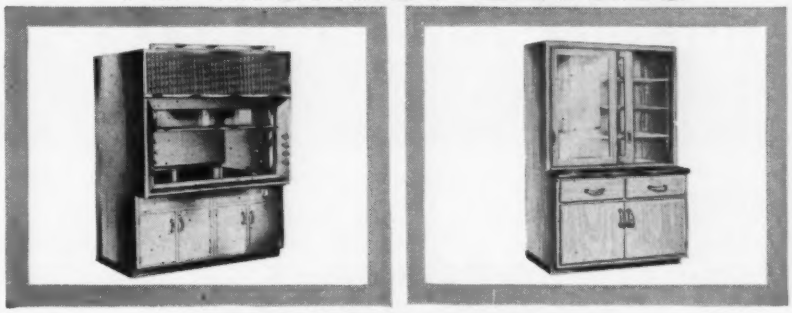

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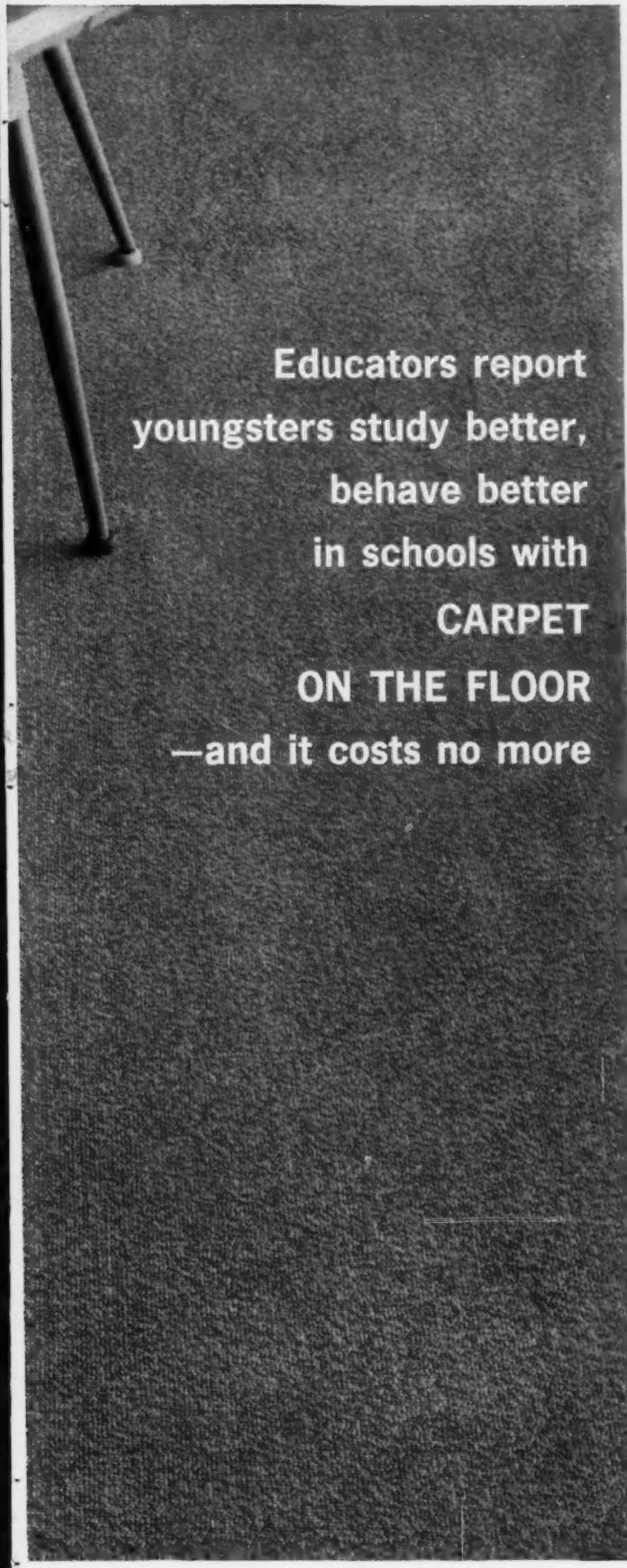

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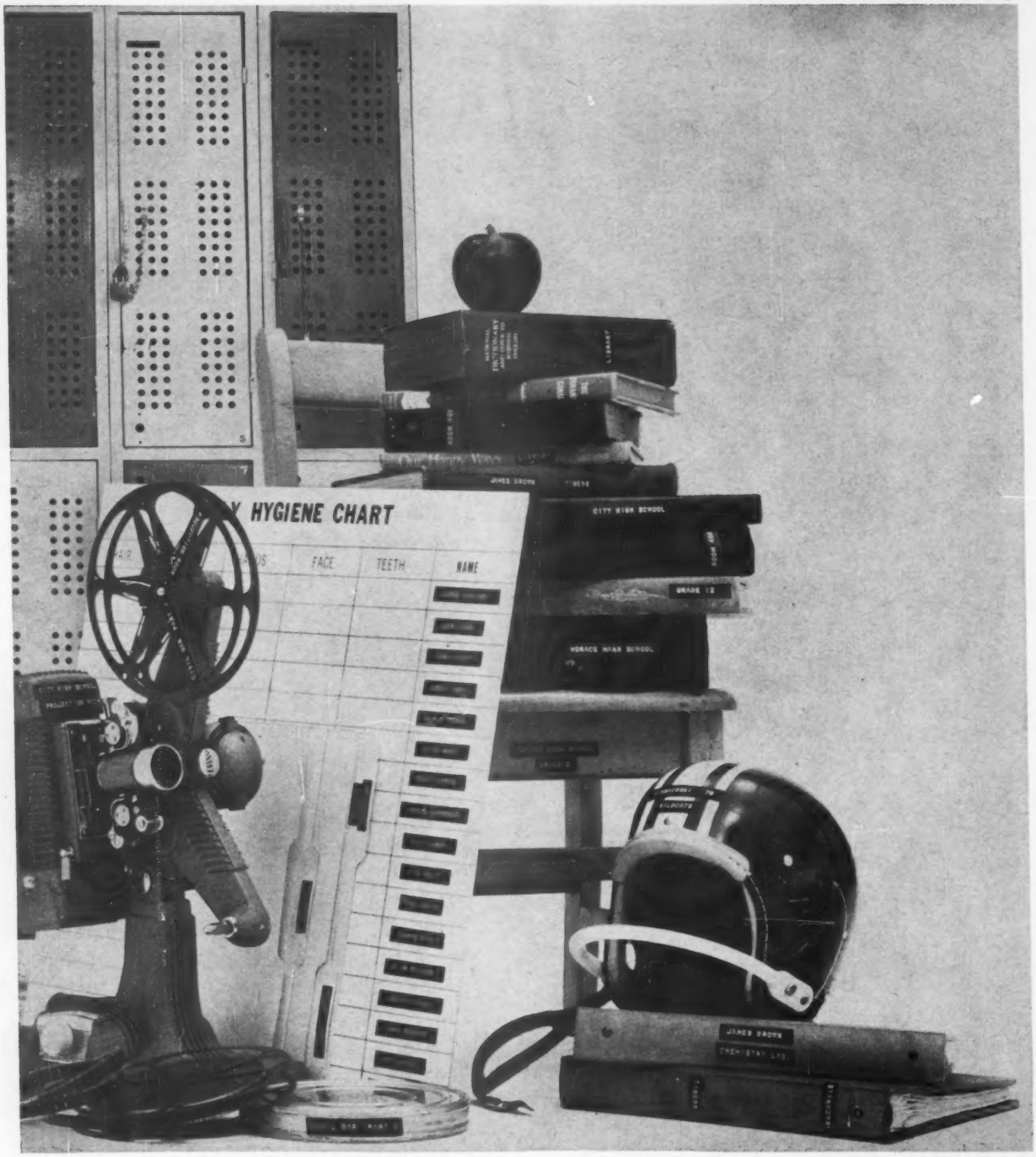

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ONE VIEW

Archibald B. Shaw

Who Speaks for the Student?

THERE'S A GREAT ferment in curriculum now, at every level and within every discipline. Graduate schools are rethinking the problems of preparing the college teacher. Schools of education, like schools of business and of engineering, are wrestling with content and sequence in an effort to balance the liberal and vocational. Junior college faculties struggle both to set a curriculum which will attract and arm the academically able for successful transition to senior colleges, and to strengthen terminal education. In higher education, the theory is abroad that before the art and science of making a living can be introduced, an increasingly broad foundation of general knowledge must be laid. Management and executive development education is in the same self-examination as techniques of management, personal development, the humanities, group dynamics, and business and political theory all compete for a place on the curriculum.

But the secondary school is the most conspicuous arena for the reformers. National commissions of scholars and teachers are at work on the syllabus of each of the sciences, of mathematics, of foreign languages, of English, and of the social sciences. Who is thinking of the *whole* curriculum? Or is the job of plugging the gaps between national syllabuses to be left to each secondary school.

People are proposing organizational reforms: eliminating the truly small high school; "ungrading" the high school; breaking the class-size pattern with groups of 100 and of fifteen; reviving ability grouping and track plans. Instructional devices multiply. The very critics of teaching-as-telling urge the show-and-tell techniques of television. There are powerful supporters of pre-programmed teaching-learning devices which call for building and strengthening the stimulus-response arcs. But who is studying the whole role and responsibility of the teacher in the life of the secondary student?

Guidance—still undermanned—is here and there taking on the "white-coat professional" status. Tests proliferate and seem to tell us more and more about less and less in our testing programs. Group attacks on the problems of delinquency all too often find conscientious educators pointing to the social matrix as cause. But who is giving serious attention to the role of the secondary school in a society where the lack of a high school diploma is an increasing guarantee of unemployment and of what Goodman calls the absurd life?

The Educational Policies Commission's great publication *Education For All American Youth* lies gathering dust on many a shelf. Administrators are too busy with the tough-curriculum proponents, the ability-sorters, the college-course prescribers, the syllabus-makers, and the track-builders who are trying to shape their institutions to a narrow purpose. They are pressured by proposers of organizational devices, harried by purveyors of gadgets, stymied by stubborn defenders of old-time education, and pinched for the pennies which would free their faculty to take counsel with them on basic purposes. Yet the questions persist: Who speaks for the student? What is our responsibility to all our youth?

We're well on the way to making factors of color, race, religion, and national origins irrelevant in the provision of educational opportunity. We've made a few faltering efforts to reduce socio-economic discriminations. But other than studying our drop-outs, we've done little about the misfit of our secondary schools to the 40 percent who can't make it to graduation (or who stuck it out only because of parental and societal pressure and faculty generosity).

Perhaps in the profession we cannot work out ways to serve all youth. This is a question of design and purpose which needs a broad social consent.

But clearly it is our job to plan the curriculum, to adopt the organization, and to justify the gadgets which will best permit us to serve those needs of students on which we are agreed. No secondary school can be a collection of departments or of subject specialists. Dangerous gaps grow between too-narrowly defined specialties.

Faculties and administrators must speak for the student in seeing to it that curriculum is more than a collection of syllabuses, that organization and devices are measured against the total educational welfare of students. •

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FORUM

The Vandal-Thwarting Game

The illustration of the glowing orange ball and the smiling policeman testify that another target of vandalism has been eliminated. With the adoption of a stronger street light encasement, vandals no longer enjoy the satisfying smash and tinkle of glass on New York streets.

A Maryland county school system has also "solved" its vandalism problem. With the construction of a new three-story school with no windows on three of its sides, the district will save $20,000 a year for replacement of smashed windows. In both cases, the nasty results of vandalism have been temporarily modified, but vandalistic energies have not been abated.

The *cause* of vandalism is not fragile light bulbs or many-windowed school buildings. The cause of vandalism has been statistically pinpointed by a Syracuse researcher: it occurs when there are abrupt changes in the school program, population, and staff; dissatisfaction of the student body and school staff with school administration; community instability and neighborhood deterioration.

Dr. Nathan Goldman of Syracuse University, who conducted the study, offers a better general solution than stronger light bulbs and windowless schools. He urged that educators concerned with reducing damage keep the curriculum abreast of student needs.

Chicago is planning installation of sound-sensitive equipment in "critical" school areas for detection of vandalism and break-ins. Incidents of vandalism have been reduced in ten schools where trial installations of the electronic devices have been tried. These devices are connected to the police stations, nearby. This, too, has proven a means of reducing *school* vandalism. How much of the rest of the community must be wired for sound to prevent community vandalism?

A strong follow-up of Dr. Goldman's recommendations for suiting the curriculum to student needs would probably have greater effect in the community than any mechanical or architectural "prevention" of vandalism adapted specifically for the schools.—*Richard W. Elliot, Training School, State College, Westfield, Mass.*

New Faculty and the New Year

Year-round schools, trimester plans, or whatever, September sees the opening of a new academic year just as surely as July 1 starts a fiscal year—or January 1 a calendar year.

Tens of thousands of teachers will meet their first classes this month. They'll have an endless variety of backgrounds, but many common hopes and fears. Hopes of making the year a fruitful one for all the learners in their charge. Fears of failure, of not measuring up, of the half-seen traps and obstacles to efficient teaching.

The lucky ones will have been given maximum help in pre-school orientation, and will have an experienced and trusted colleague nearby for advice and help. In their schools and colleges, the responsible leaders recognize that after the most careful selection process the job is not done. There still remains the task of helping every faculty member find his way through a maze of traditions, regulations, and the many formal and informal expectations of colleagues, students, supervisors, and community. For them a long list of helps is lumped under the heading "orientation."

A spirit of warm welcome is important, but it is the helpfulness in particular that makes the difference! "Wad the power some giftie'd gie us" to recall vividly our own needs and wants as we entered our first year! Failing this, we can only use imagination and sensitivity to discover the many little things that make the difference.

Orientation is not a one-shot activity—nor even only a general spirit. It starts at the moment of hiring and continues until the newcomer is truly at home. It's not a one-man job. It includes every staff member in varying degrees. Hard work? Yes, but important. Nothing's more important than secure, skilled teachers, freed to teach. It's not too late to review and bolster up this part of the beginning of a new academic year.

Hot Enough for You?

This ages-old inquiry is at last losing its impact. Places where people work, eat, and sleep, houses of worship and of entertainment, and things they travel in—bus, train, car, and plane—all are pretty much temperature-controlled. But not schools. The famous "forty-year lag" seems to exclude learning places from the list.

Our own investigation (to be reported soon) shows an almost pathetic gratitude and pride in those schools and colleges where first steps have been taken towards controlling heat and humidity. Evidence of increased learning efficiency, and of heavily increased use of the cooler spots from May to October is piling up. It's apparently not enough to call up a picture of students wilting, papers sticking, somnolence pervading in the stuffy, humid classroom. We want "facts."

The encouraging fact is that wherever they've made the first step they seem eager to plunge ahead. Educational institutions are realizing that their job is not to save money (closing up shop entirely might save the most!) but to use money prudently to get maximum effectiveness.

By now it's not really whether you can afford to air condition. The question is whether you can afford *not* to, and accept the seasonal and efficiency limitations entailed. Maybe one way to impress boards of trustees is to hold their meetings in a typical classroom on one of those sticky hot days! Of course their deliberations won't be so fruitful, but they will know first-hand the answer to: Is it hot enough for you? ●

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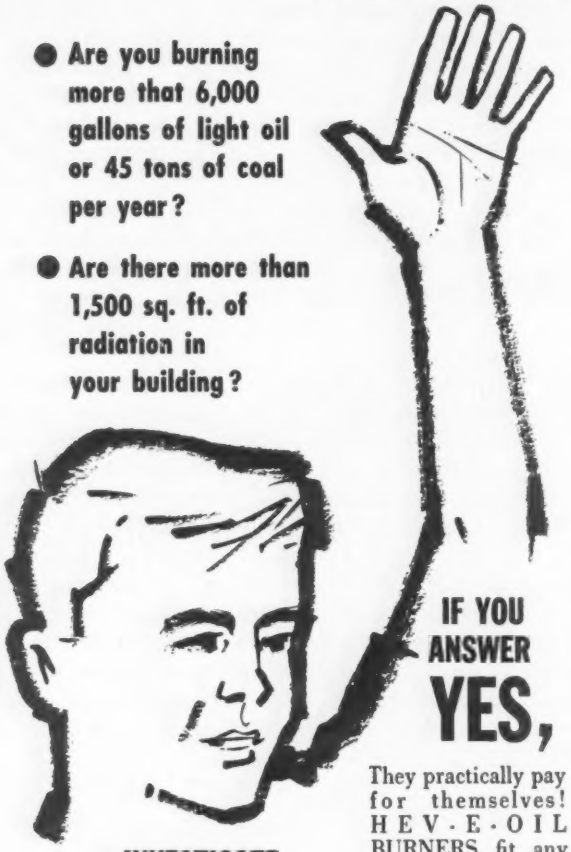

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HEV-E-OIL BURNERS

Engineered to utilize low-cost No. 4, 5 and 6 oils with higher heat content . . . HEV-E-OIL BURNERS are available in 5 - 150 gph.

Each burner is a complete package, ready to install. It is factory-assembled, fully fire-tested and completely wired. Automatic electronic controls are connected, tested and mounted on the burner.

HEV-E-OIL BURNERS meet all code standards; are Underwriters' Laboratory approved . . . 720,000, 21,000,000 BTU capacity.

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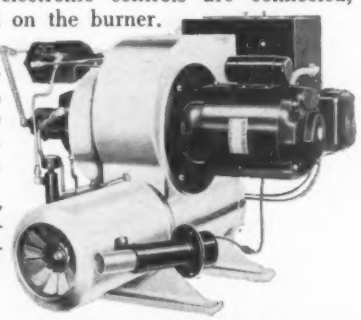

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EXECUTIVE OFFICE:
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ECONOMIC SCENE

Schools in a Lender's Market

WHAT'S AHEAD for school bonds? One thing seems fairly sure; interest rates will continue to remain on the high side.

The average interest rate of school bond issues in June was 3.54 percent. In July it crept up to 3.61. The demand for speculative money has eased somewhat since early summer. On the other hand, the Federal Government is launching several massive spending programs of its own. These additional expenditures will very likely run the expected federal deficit for Fiscal 1962 above the current estimates. The government will also have to go into the market and borrow large amounts of new money in the next few months, which will tend to keep all interest rates high.

On the municipal level, the demand for loans has also been high. Most observers expect a new all-time high this year in state and city borrowing. Thus far, first quarter bond elections for all municipals (water, sewer, roads, schools, etc.) have hit $421 million. The Investment Bankers Association expects April totals to run about $216 million for a four-month total of $637 million in bond approvals so far this year. This compares with $652 million for the first four months of last year. However, all figures for January–April, 1961, are still not in; also, this is an "off-year" as far as bond elections go. And early indications of upcoming November elections show bond totals then to be running about $600 million ahead of last year's. In other words, this is a lender's—not a borrower's—market in which schools will be operating.

By way of footnote: First-quarter bond elections show education heaviest in the market. Of the $421 million approved, $207 million (in 226 elections) were for school issues.

Construction Costs

The cost of building materials and labor continues to inch ahead. Although some materials have held the line on price, or have even dropped, others have moved up. Glass products and concrete products are looking restless and roofing materials may start climbing by mid-autumn. But most school builders are looking at metals (including steel) for indications of the future. According to the U.S. Bureau of Labor Statistics, metal and metal products account for $161 of every $1,000 of school construction contracts, the largest bite of all. (Structural steel takes out about $29.60 of the $161.) Next largest materials group is stone-clay-glass products. This accounts for a

Representative Bond Issues

(Sold from July 1 to July 31, 1961)

School District or College	*Amt. in Millions*	*Moody Rating*	*Net % Interest*
Ariz: Maricopa Mesa High #207	$1.8	A	2.9599
Cal: Long Beach Unif	1.	A	3.4246
Stockton Unif	2.674	Aa	3.3437
Glendale Unif	2.	A	3.3835
Sweetwater Jr Col	1.	* Baa	3.8697
Del: Newark Spec	1.2	A	3.4608
Ga: Gwinnett Co	1.25	A	3.7786
Ill: Western Ill U (res halls rev)	3.	NR	4.2131
Kans: Garden City	1.425	* A	3.4263
Mass: So Shore Reg	1.6	* A	2.954
Mich: Jackson Union	4.3	Aa	3.5398
N.J.: Cinnaminson Tp	1.299	* Baa	3.83
Washington Tp	1.4	* Ba	4.374
N.M.: Lovington Mun #1	1.	A	2.5466
N.Y.: Hempstead Un Fr #10	4.325	Baa	3.65
Monroe, Woodbury etc Central #1	1.685	A	3.29
Huntington Un Fr #3	1.511	A	3.53
Ohio: Whitehall City	1.1	Baa	3.75
Tex: U of Texas (Bd of Regents)	6.	Aaa	3.143097
Palacios Ind	1.	* Baa	3.9399
Utah: Granite	2.166	Aa	2.7558
Vt: U & Ag Col (dorm rev)	2.37	NR	3.125

**—provisional NR—none assigned*

Compiled from The Daily Bond Buyer

national average of $138.10 for every $1,000 of construction costs. Out west, where wood is a heavy favorite, the stone-glass-clay cost comes down to $119.80. [For more on wood, see page 56.]

The Bureau also notes that on-site construction workers put in eighty-four man-hours of work per $1,000 of school construction. Last year, for example, public school construction reached a total of $2.5 billion, according to OVERVIEW's annual survey [see June OVERVIEW]. This translates into full-time on-site employment for roughly 115,000 workers.

Total Expenditures

Combining all educational expenditures for all agencies and institutions in the United States we would probably come up with a total of $75 billion per year. (The U.S. Army, for example, runs enough schools to fill a 600-page directory.) Generally, less than a third of America's educational effort is provided by public elementary and secondary schools. This percentage may well drop further. Educators of the future, with a grasp of this overview, will have to decide just how much of the total effort the public schools should carry and how to maintain the relative position of that effort as all education expands.—HAROLD F. CLARK

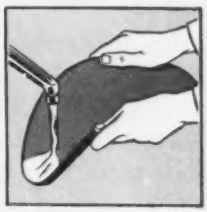
Circle **OV-211** on reply card, last page

Traffic marred areas?

Now...clean and polish floors in one operation with this new 3M System

SAVE TIME and labor on floor care with this new spray method using "SCOTCH-BRITE" BRAND Floor Maintenance Pads. To prepare floor, sweep or dustmop area to be cleaned. With a water-wax-detergent solution in a spray-gun or spray-bottle, **lightly** spray ahead of machine. "SCOTCH-BRITE" Pad picks up dirt and buffs dry in one operation. Your floors are kept at a higher level of appearance with less strippings.

"SCOTCH-BRITE" PADS work on any floor machine. Won't splash, won't rust... can be rinsed in clean water, dried quickly and reused. Get a free demonstration on your floor. Write: 3M Co., Dept. ABW-91, 900 Bush Avenue, St. Paul 6, Minn.



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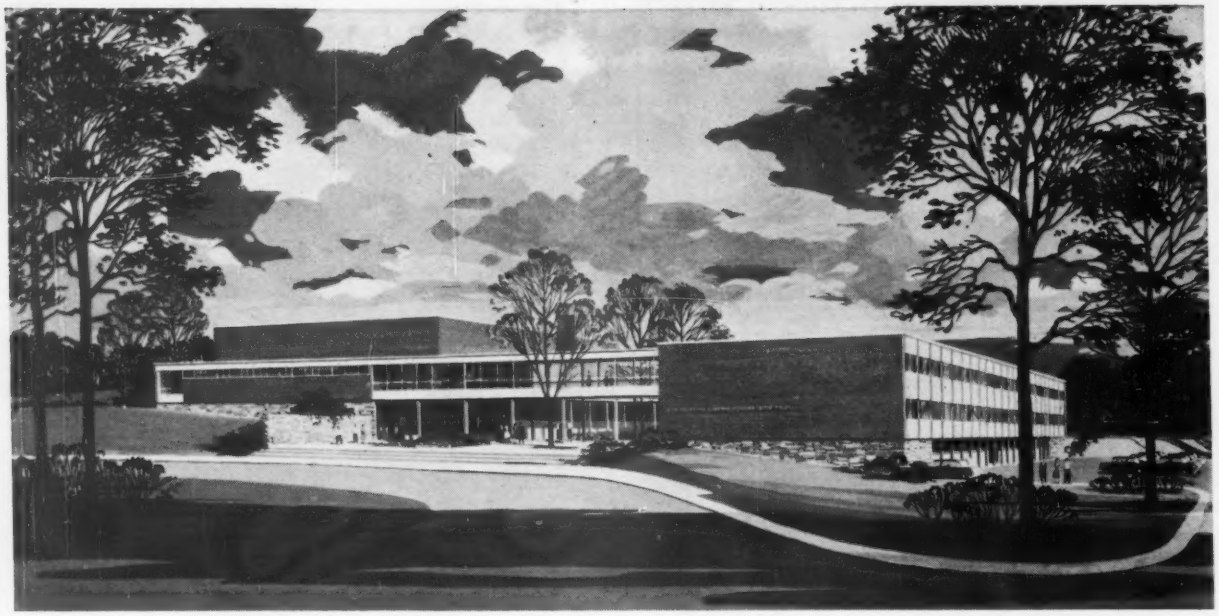


HURLBUT W. SMITH JUNIOR HIGH SCHOOL, SYRACUSE, NEW YORK

Designed for 800 students, this school consists of 39 classrooms, including science rooms, art rooms, home economics classrooms and laboratories, music rooms and shops. Each classroom has a separate workroom space. Also provided is a library, administrative office, health and guidance facilities, two cafeterias, a large gymnasium and separate locker rooms for boys and girls. The auditorium seats 830. Service areas include a kitchen, boiler room and general storage. Dimensions: area—123,908 sq. ft.; cubage—1,792,762 cu. ft. ***Architects and Engineers:*** **Sargent, Webster, Crenshaw & Folley, A.I.A., Syracuse, New York**

Another new school selects...

NEW CARRIER HEATING AND VENTILATING SYSTEM THAT PROVIDES 8 ADVANTAGES YET COSTS LESS

This modern junior high school provides another excellent example of how any new school can enjoy a superior heating and ventilating system at less than the cost of ordinary unit ventilators. And this new kind of system is ready for immediate conversion to year-round air conditioning with the simple addition of packaged refrigeration equipment in the machine room.

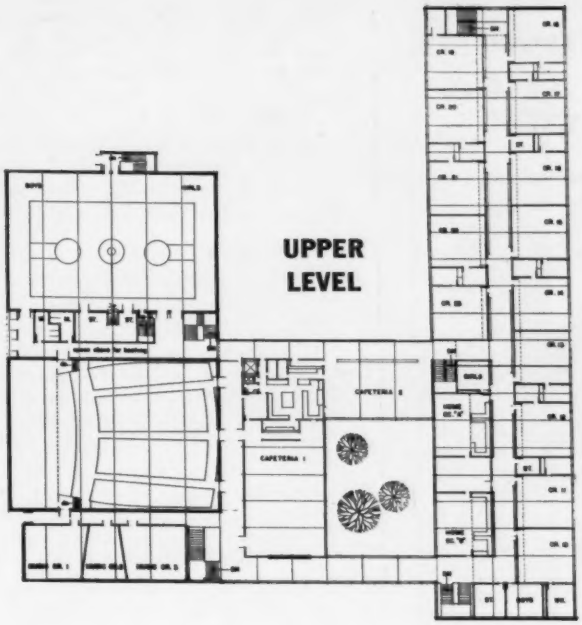
In their recent planning of new schools the architects considered unit ventilators and several popular central station systems. They carefully compared the performance characteristics, maintenance requirements, first cost and operating cost of each method. Their conclusion: The new Carrier Reheat Weathermaster* System provides the highest quality automatic heating and ventilation currently available to schools. It is the easiest to convert to complete year-round air conditioning. It costs 10% less, installed, than the next best method. And it costs less to operate and to maintain than other automatic systems.

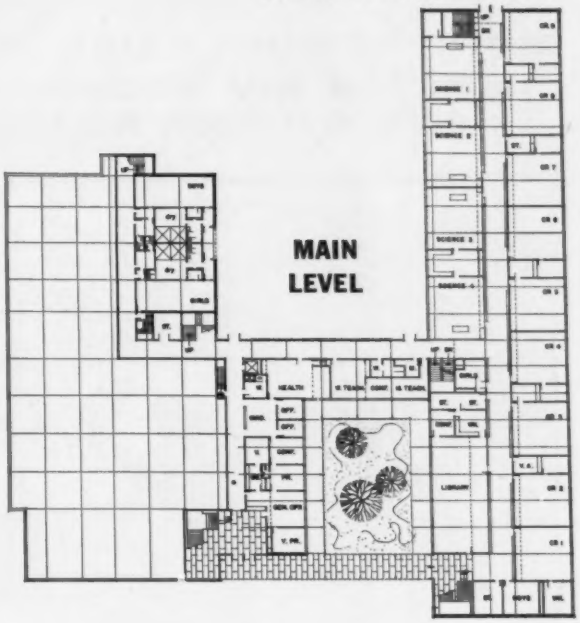
The eight important advantages of the Reheat Weathermaster System which led to these conclusions are listed on the opposite page. They are unique because these Carrier units are the only room terminals which combine the performance benefits of the induction principle with either high or low velocity air distribution and the superiorities inherent in all central station systems.

If you are planning a new school, it should be well worth your while to look into the Carrier Reheat Weathermaster System—either for heating and ventilation only, or with an eye to future air conditioning. The nearby Carrier office will be glad to give you, your architect and consulting engineer complete facts on the system. Or write to Carrier Air Conditioning Company, Syracuse 1, New York.

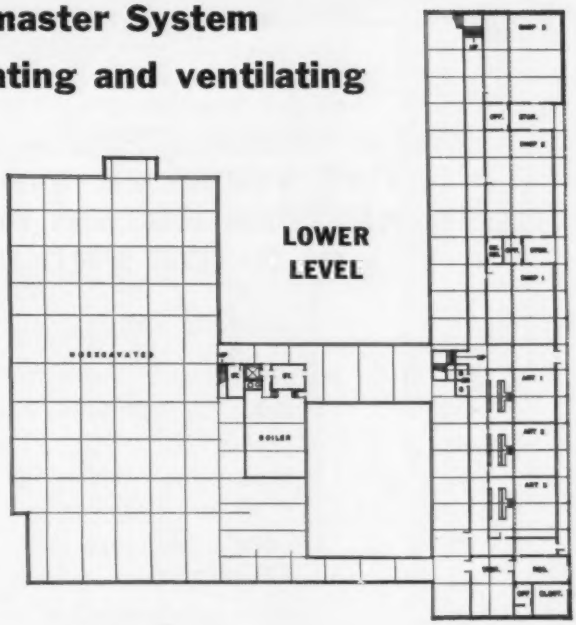
*Reg. U.S. Pat. Off.

Circle OV-212 on reply card, last page





Only the Carrier Reheat Weathermaster System offers these 8 advantages for heating and ventilating



1 Positive ventilation and air circulation under all conditions and seasons for improved odor dilution. Constant air volume from units.

2 Quieter operation—no fans or other moving equipment in classrooms, with all powered equipment located in machine room for easy servicing.

3 Superior air filtering at central station—minimum filter maintenance.

4 No costly wall openings, subject to rain and wind leakage, required in classrooms for ventilation air.

5 No operation of fans required for night and week-end heating, with gravity heating handling the load.

6 Individual temperature control in every room solves zoning problems; air damper assures easy initial system balancing, requires no adjustments thereafter.

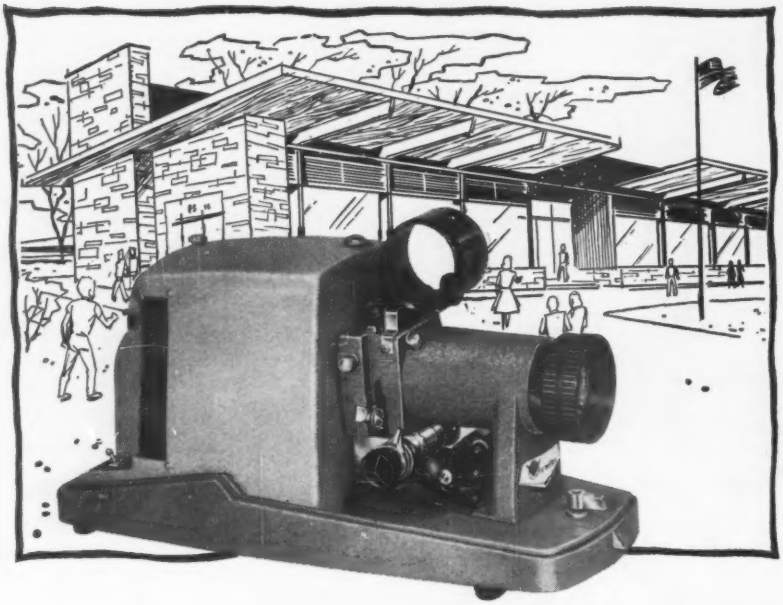
7 Valuable classroom floor and wall space is saved by the compact units; cabinet only eight inches deep.

8 Easily and economically converts to full-year-round air conditioning at any future date with simple addition of packaged water chilling machine in central apparatus room. No revision of classroom units, controls or air ducts required. Condensate drains not needed. Nominal conversion cost about 65c per sq. ft., or less.

Carrier ***Air Conditioning Company***

Circle OV-213 on reply card, last page

MORE SCHOOLS USE Viewlex IN THEIR A-V PROGRAM THAN ANY OTHER PROJECTOR!



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THE VIEWLEX V-500-P COMBINATION 35mm FILMSTRIP & 2" x 2" SLIDE PROJECTOR

Here's Why-

SIMPLER THREADING — automatic take-up.

BRIGHTER PICTURES — exclusive light multiplier optical system.

EASIER BULB CHANGING — new "pop-up" lamp ejector makes changing quick and easy.

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BUILT-IN MAGNIFIER POINTER — actually *enlarges* any part of projected image.

With 5" f 3.5 Luxtar lens **$114.50**

Other Viewlex projectors available from $50.25 to $495.00. Ask your Viewlex Audio-Visual franchised dealer for a demonstration, or write for catalog.

NEW! Multi Focal Accessory Lens

Infinitely adjustable 3½" to 6" focal length produces full screen image at any distance without moving or refocusing projector. **$49.50**

All Viewlex projectors are GUARANTEED FOR A LIFETIME.

Viewlex, INC.
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CALENDAR

SEPTEMBER

29–Oct. 4, Department of Rural Education. At Pittsburgh, Pa. Ex. sec.: Howard A. Dawson, 1201 16th St., N.W., Washington 6, D.C.

OCTOBER

1–6, National Recreation Congress. At Detroit, Mich. Ex. sec.: Willard B. Stone, 8 West Eighth St., New York 11, N. Y.

2–6, National Council on Schoolhouse Construction. At Atlanta, Ga. Ex. sec.: Floyd G. Parker, College of Education, Michigan State University, East Lansing

5–6, American Council on Education. At Washington, D. C. Secretary: Edmund J. Gleazer, Jr., 1785 Massachusetts Ave., N.W., Washington 6, D. C.

7–12, Assn. of School Business Officials. At Toronto, Ontario, Canada. Ex. sec.: Charles W. Foster, 1010 Church St., Evanston, Ill.

16–20, National Safety Council. At Chicago. Ex. sec.: R. L. Forney, 425 N. Michigan Ave., Chicago, Ill.

20–21, Council on Cooperation in Teacher Education of the American Council on Education. At Washington, D. C. Sec.-treas.: Howard R. Boozer, 1785 Massachusetts Ave., N.W., Washington 6, D. C.

26–27, Educational Records Bureau. At New York City. Ex. sec.: Grace Turner, 21 Audubon Ave., New York 32, N. Y.

NOVEMBER

5–6, Assn. of Urban Universities. At Chicago, Ill. Sec.-treas.: Norman P. Auburn, The University of Akron, Akron 4, Ohio

5–9, Assn. of University Evening Colleges. At Cleveland, Ohio. Ex. sec.: Edwin H. Spengler, Brooklyn College, Brooklyn 10, N. Y.

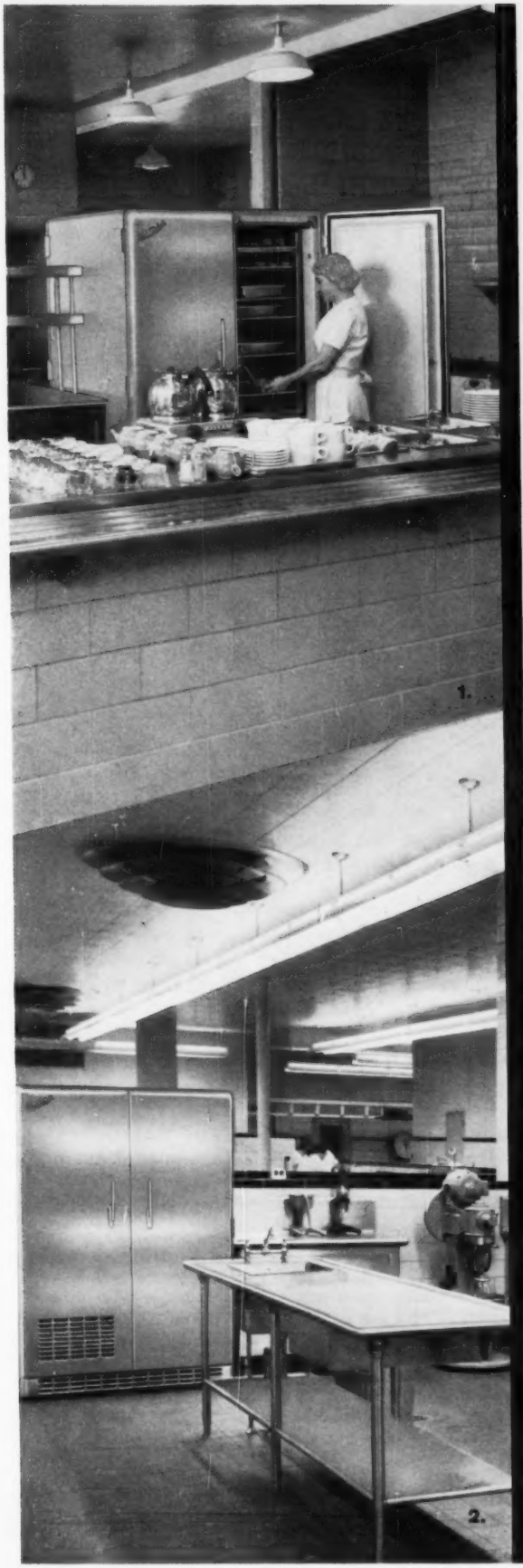
5–8, Adult Education Assn. of the U.S.A. At Washington, D. C. Ex. sec.: Glenn S. Jensen, 743 No. Wabash Ave., Chicago 11, Ill.

5–12, National Assn. of Public School Adult Educators. At Washington, D. C. Ex. sec.: Robert A. Luke, 1201 16th St., N.W., Washington 6, D. C.

6–9, National Institutional Teacher Placement Assn. At Boulder, Colo. Ex. sec.: James H. Bash, School of Education, University of Virginia, Charlottesville

12–16, American Assn. of Land-Grant Colleges & State Universities. At Kansas City, Mo. Ex. sec.: Russell I. Thackrey, 1785 Massachusetts Ave., N.W., Washington, D. C.

22–25, National Council for the Social Studies. At Chicago, Ill. Ex. sec.: Merrill F. Hartshorn, 1201 16th St., N.W., Washington 6, D. C.



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Victory refrigerators have long been the favorite in busy kitchens all over the world. Volume feeders **know** that they stand up well under heavy duty demands while offering unusual versatility. For instance, Victory refrigerators feature unexcelled interchangeable interiors that can be changed or rearranged in minutes without tools. When pull-out accessories are used, you get **50% more useable space.** Why not put a Victory **"kitchen-proved"** refrigerator to work for you!

Photo #1—Westbrook Park School, Upper Darby, Pa.
Photos #2, 3, 4—Polk State School, Polk, Pa.

MODEL ILLUSTRATED RA-40-S

Free colorful literature available on request

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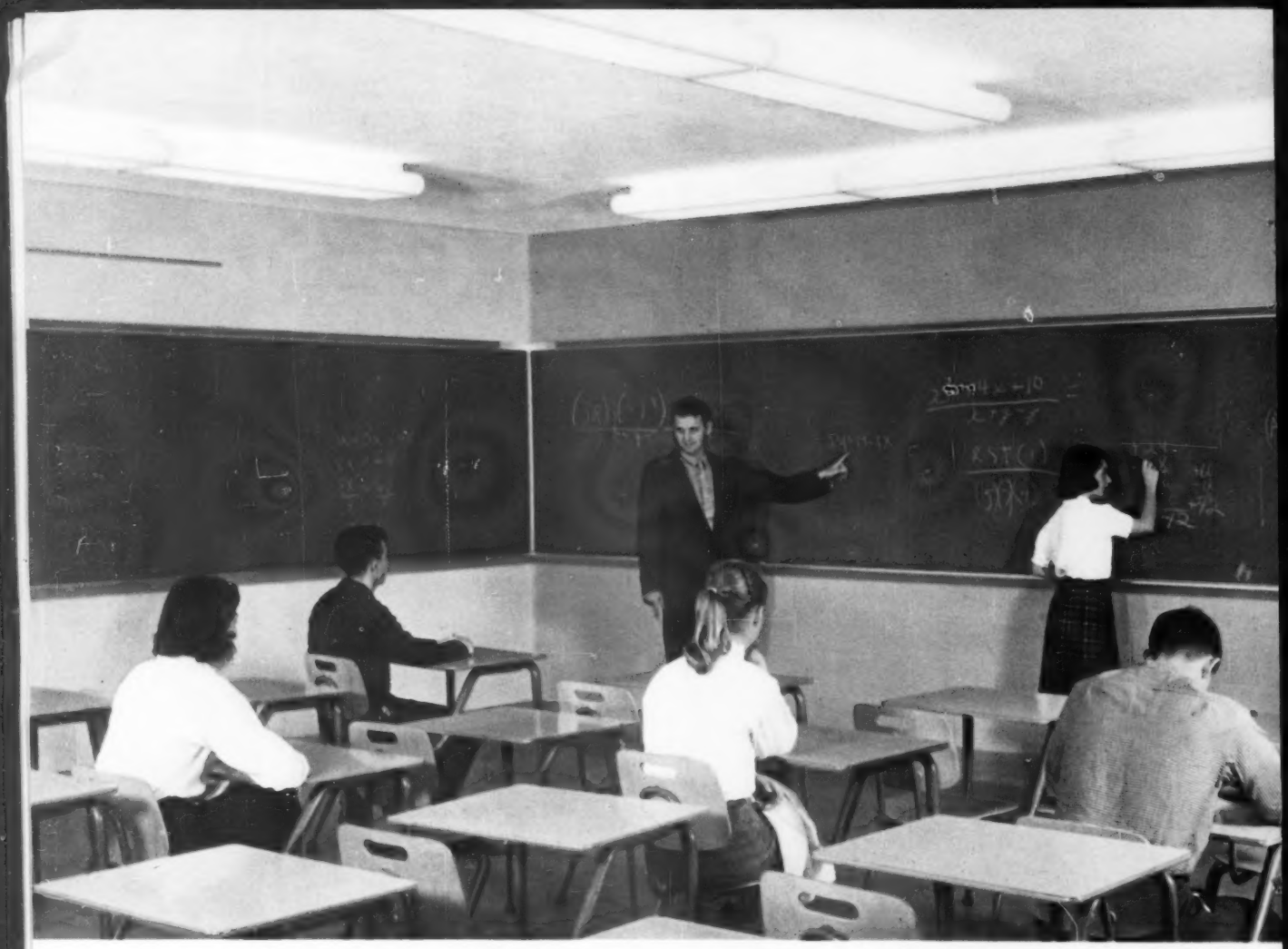
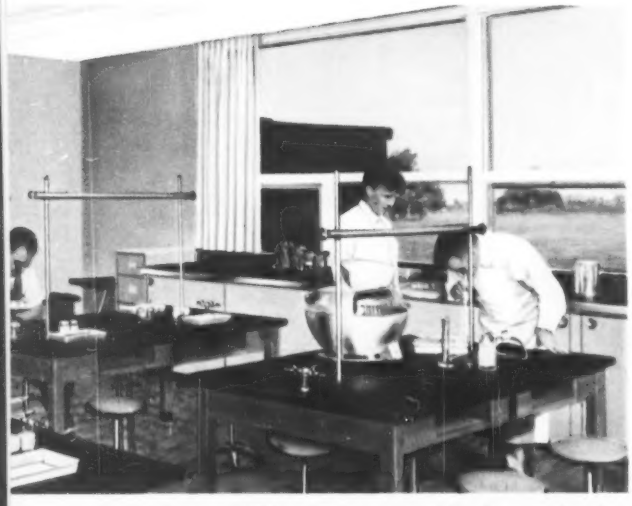
METAL MANUFACTURING CORP.
Plymouth Meeting, Pennsylvania



In this pleasant classroom a light value of a warm color is used to counteract the effect of cool light from north and east.

Pittsburgh COLOR

provides color environment



This science room has been painted a neutral hue to make color perception easier.

Modern system of painting assures better grades and behavior patterns for students of all ages.

Educators in hundreds of schools have learned by actual experience that Pittsburgh COLOR DYNAMICS improves work and study habits of pupils of all ages, as well as the efficiency of teaching staffs.

● **This modern system** of painting helps you choose colors accurately and easily for each classroom. It takes into consideration the ages of pupils who use the room and the work they do.

● **When painted** according to COLOR DYNAMICS, each room, corridor and stairwell is treated individually. You paint sunny effects into gloomy rooms and hallways. You bring

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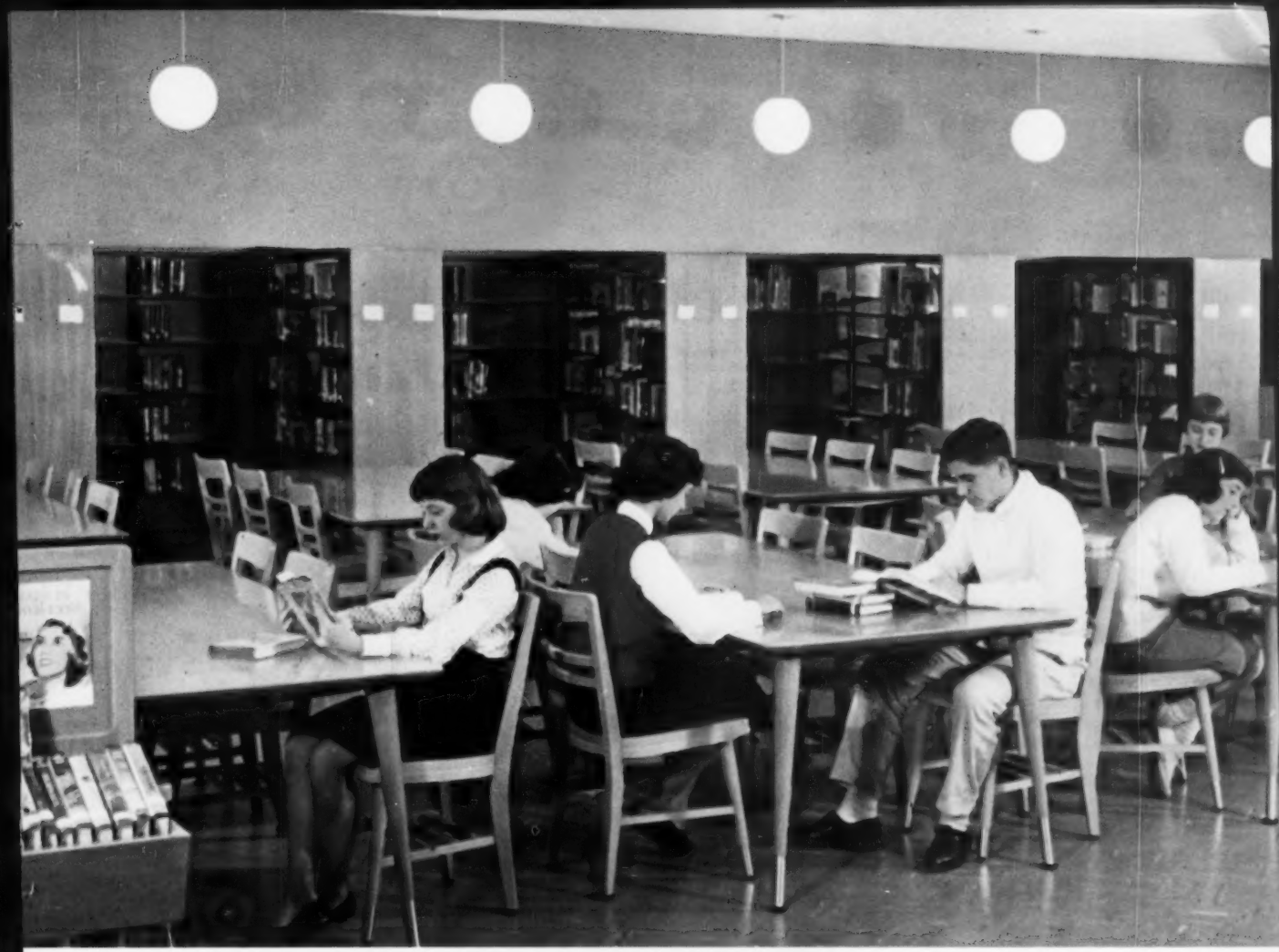

Eye Rest Green is effectively used in this library because it is calm and restful and relieves eyestrain of pupils at work.

DYNAMICS®

that improves learning processes

cool relief into rooms that face a bright sun. Cold, cheerless rooms are transformed into cheerful areas. Small, stuffy rooms are made to seem spacious and airy.

● **By such functional use of color** you can help to lessen eyestrain and stimulate concentration. You give pupils greater pride in their surroundings, which often helps to reduce housekeeping and discourage vandalism.

● **Why not discover** for yourself how COLOR DYNAMICS can give your school a completely new look that improves grades and behavior patterns among your pupils? It costs no more than conventional maintenance painting.

Let us suggest a color plan for your school—FREE!

● **We'll be glad to send** an illustrated book containing scores of helpful suggestions on how to use COLOR DYNAMICS. Better still, we'll submit a planned color study of your school, or any part of it, without cost or obligation. Call your nearest Pittsburgh Plate Glass Company branch and arrange to have a representative see you at your convenience. Or mail coupon below.

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☐ Please send me a FREE copy of "Color Dynamics for Grade Schools, High Schools and Colleges."

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Circle **OV-216** on reply card, last page

"Parlons Français" Brings A Native French Teacher Into Your Classroom

These are scenes from "Parlons Français," a tested and proven course of programmed instruction in conversational French for elementary school pupils, beginning in grades 3 or 4 and continuing upward. The program was developed by the Modern Language Project of Boston, Dr. Earle S. Randall, Director.

With the help of the classroom teacher, "Parlons Français" teaches French through two 15 minute lessons per week. These lessons are available on videotapes for educational television or color film (8mm or 16mm) for classroom presentation. In addition, "Parlons Français" offers an excellent series of records for drill at home or in the classroom.

The basic instruction in "Parlons Français" is provided by Mme Anne Slack, a dynamic and talented television teacher and a native of France. As school opens this year more than 2,000,000 elementary pupils will begin to assimilate the French language under her tutelage and learn French as it is spoken by a native.

Research shows that team-teaching with "Parlons Français" is successful even if the classroom teacher has no previous training in French — provided she is enthusiastic about the program and uses the supplementary materials as outlined in the Teachers' Guide. *The New York Times* has called "Parlons Français" an "ETV success story." Write for an illustrated brochure and demonstration record.

"Un ballon rouge, s'il vous plait." Basic dialogue situations, filmed in France, are used in "Parlons Français" to bring French life and customs into the classroom and let the student see and hear a native speaker use French in day-to-day situations.

Heath de Rochemont Corporation, 16 Arlington Street, Boston 16, Massachusetts
" . . . in quest of excellence"

LATE NEWS

For further coverage, see pages 79–87.

FEDERAL AID: "If at first you don't succeed, try, try, again," sums up the attitude of Congress toward federal aid to education.

With only about three weeks left of the first session of the 87th Congress, House and Senate Democratic leaders agreed that last-minute efforts to push through the Administration's multi-billion dollar bill wouldn't succeed. They decided, instead, to try for a compromise package including:

1. A one-year extension of the $201 million impacted areas bill. This program, which affects the home districts of 319 House members, is a sure bet and school-aid advocates hope it will furnish motive power for the rest of the package.

2. A limited program of federal aid for school construction. Both houses agreed to abandon any aid for teachers' salaries.

3. A one-year renewal of a college fellowship loan provision of the NDEA.

4. Construction loans and grants to colleges.

At press time, the attitude of Rep. James Delaney, (D-N. Y.), who holds the key vote in the House Rules Committee, was still in doubt (see *Close-up* on Rep. Delaney, page 35).

* * *

ROCKEFELLER ACTS: The New York State Legislature has been called into special session to deal with "legislation pertaining to the structure, management, supervision, and control" of New York City's public schools. The special session was called by Gov. Nelson Rockefeller on the advice of Dr. James E. Allen, Jr., state commissioner of education.

For the past several months the city's board of education and superintendent, John J. Theobald, have been under fire for corruption, inefficiency, and graft in the system (see August *Late News* page 19).

Dr. Allen had summoned the nine-member board of education and Theobald to his office and ordered them to clear up the situation. (Two recent studies —one in February, 1959 and another in May, 1960 —maintained that the board should confine itself to broad policy decisions rather than administrative details. The school board has been reluctant to adopt these recommendations.)

Following his meeting with the school board, Dr. Allen sent them a letter in which he said, "If the board is unwilling or unable to take the necessary action, it should immediately step aside. . . ." The board, appointed by Mayor Robert Wagner, refused to resign.

Wagner, who has three major opponents running against him in the November election, called for the appointment of a joint city and state board of inquiry to bring about improvements in the city schools. Gov. Rockefeller rejected this; instead he issued the call for the special session. The Legislature is expected to give the State Board of Regents the authority to supersede the city board with an interim board. The interim board would set education policy until a permanent unit, selected under a new system, could take office.

* * *

BARGAIN PRICE: A new pricing schedule for public land could mean a significant reduction of school construction costs in 18 states. The policy, announced by Interior Secretary Stewart Udall, permits state and local governments and non-profit private organizations to buy public lands for school construction at $2.50 an acre, with a limit of 640 acres within any year. Formerly, those seeking school sites were required to pay up to 50 percent of normal market price.

The principal beneficiaries of the new schedule will be 12 western states, which embrace large public land. Some midwest and southern states with smaller holdings, will also benefit. Udall said those seeking educational sites must agree to open the facilities to all Americans without discrimination.

* * *

RETRAINING THE JOBLESS: The Senate Labor Committee has approved without dissent a four-year program that would provide training and re-training for unemployed workers to ready them for new jobs. Even the committee's two most conservative Republicans, Sens. Goldwater of Arizona and Tower of Texas, joined the unanimous vote to send the proposal to the Senate Floor. The surprising lack of Republican opposition within the committee improves chances for quick Senate approval. A similar bill has also been approved by the House labor subcommittee.

The multi-million dollar program would have the Federal Government help finance the schooling of jobless workers. A program of training, guidance, and counseling for youths was also included in the bill. The training will be conducted at vocational education schools and through on-the-job instruction under federal supervision.

The government's cost under the bill would be $90 million for the fiscal year that began July 1, $165 million next year, and $200 million in each of the following years. State governments would be required to match the federal outlay in the final two years.

It would pay weekly training allowance to jobless workers who are heads of families and had previously been employed for at least three years. Such

allowances could not exceed state unemployment insurance payments.

* * *

LANGUAGE DROPOUT: Too many students in both secondary schools and colleges are dropping out of language study, according to the Modern Language Association of America. For example, public school enrollments in modern foreign languages show a drop from about 950,000 in first-year courses to 470,000 in course II, to 103,000 in course III, to 21,000 in course IV. Attrition in Catholic parochial schools winnowed an initial 88,000 in course I, to 68,000 in course II, to 16,000 in course III, to 2,700 in course IV. In higher education —the main source for future foreign language teachers—the 460,000 undergraduates enrolled in modern foreign languages dropped off to 15,500 in graduate schools.

Acknowledging that there are population changes in the various schools and colleges, from course to course and from year to year, George W. Stone, Jr., MLA executive secretary says, "The number of competent speakers, however, who have experienced long sequences of language study seems miniscule for the national needs."

* * *

STICKY WICKET: British school principals have scheduled a one-day strike for Sept. 20 to protest a government decision not to grant a pay boost to teachers this year. The Central Committee of the Association of Schoolmasters said the strike was against the "invidious" attack on education when the government declared a "wage pause" to combat inflation.

* * *

MINIMUM WAGE: The U. S. Department of Labor may raise the wages of student-learners (persons enrolled in training programs in accredited schools and employed part-time). Clarence T. Lundquist, administrator of the Department's wage and hour and public contracts division has proposed raising the subminimum wage rates for student-learners to not less than $1 an hour.

Lundquist said that if this proposal is made effective, he would issue an order to continue present student-learner certificates until the date of their expiration with no change in the wage rate. Student-learner regulations are made by the Labor Department after hearings and do not require Congressional action.

* * *

DESEGREGATION: As schools open this month, the battle for desegregation goes on in the federal courts.

In New York, the U. S. Court of Appeals upheld Federal Judge Irving R. Kaufman's order that New Rochelle desegregate its predominantly-Negro Lincoln School. In a 2-to-1 decision, the majority commended Judge Kaufman's plan for desegregation as "noteworthy for its moderation." The president of the New Rochelle school board said the decision would be appealed to the U. S. Supreme Court. The majority of the New Rochelle school board members maintain that the Lincoln School enrollment is 94 percent Negro simply because it is in a Negro neighborhood and New Rochelle has a neighborhood school system. Judge Kaufman had found that the board deliberately gerrymandered school districts to keep the Lincoln School segregated. The Court of Appeals said, "Race was made the basis for school districting with the purpose and effect of producing a substantially segregated school."

In another important case—this one in Virginia—Federal District Court Judge Oren R. Lewis said he will not order public schools reopened in Prince Edward County, maintaining that the Virginia State Supreme Court must decide. The judge has not yet said whether Virginia and Prince Edward can continue to aid private white schools operated by the Prince Edward Foundation. (Public schools were closed in Prince Edward County in 1959 when the county board of supervisors decided to abandon public education rather than consider even token compliance with a federal court desegregation order.)

Meanwhile, at least 18 Southern school districts plan to desegregate for the first time this fall, four by court order and 14 through voluntary programs, according to the Southern Education Reporting Service. Here are some highlights:

- *Delaware:* A new school code introduced in the legislature would eliminate all Negro school districts.
- *Florida:* Although large numbers of Negro children have applied for admission to white schools in several counties, only Dade County (Miami) and possibly Escambia County (Pensacola) are expected to have biracial schools.
- *Kentucky:* Louisville public schools have 191 teachers, including 36 Negroes, on biracial faculties. More teacher desegregation is planned this month.
- *Maryland:* More than 30 Negro teachers and principals, along with 854 Negro students, have been assigned to predominantly white schools as Montgomery County completes it desegregation program.
- *North Carolina:* As many as 150 Negro students are expected in predominantly white schools this year, compared to the 80 who attended last year.
- *Texas:* Negro students were admitted for the first time to Texas Technological College, second largest state institution of higher learning.

* * *

SOUTHERN REVOLT?: Teachers in Louisiana who are NEA members may be forced to drop their membership. In 1956, the state legislature passed a law which prohibits Louisiana teachers from belonging to groups advocating desegregation. At the NEA convention (see August OVERVIEW, page 57), delegates adopted a resolution pledging "continued support of the U. S. Supreme Court's decision on desegregation."

According to Claiborne Parish (county) school superintendent F. C. Haley, this resolution makes it illegal for Louisiana teachers to stay in the NEA. In addition, he maintains that any Louisiana school board that continues withholding NEA dues for any of its teachers will be guilty of aiding and abetting teachers in violating the law. Haley's solution: Southern teachers should form their own association.

In Washington, NEA officials were concerned about the Louisiana situation but withheld comment.

* * *

EUCLID MUST GO: When leading math educators from 18 countries got together in 1959 at Royaumont, France, they concluded that most of the present-day elementary and secondary school math curriculum is old hat. They agreed, for example, that Euclid must go—and so must all other "dead, useless, outmoded or unimportant parts of mathematics."

Instead, the educators would stress from the earliest grades the new concept of the unity of mathematics and an understanding of its structure, using techniques that have been developing since the turn of the century.

These are among the conclusions outlined in a report of the conference just issued by the Organization for European Economic Cooperation. The 246-page report, *New Thinking in School Mathematics,* was drafted by Prof. Howard F. Fehr of Columbia University, a former president of the National Council of Teachers of Mathematics.

"The new language of mathematics which is being spoken by mathematicians and scientists is applicable to the technological society we are constructing," Dr. Fehr said. "Many of the things which we love should be taken down and put into museums for historians."

* * *

A FRIEND PASSES. Harry K. Eby, national director of school relations of the Boy Scouts of America, died August 3 at Princeton, N. J. He was 60 years old. Mr Eby was a familiar figure at educational meetings and was a strong advocate of close cooperation between the public schools and scouting.

* * *

THE UNFIT AMERICANS: The President's Council on Youth Fitness announced plans at a Washington, D. C. meeting to put a pilot program of daily exercises into schools in various states, then run comparative tests between the pilot schools and those without the exercises.

HEW Secretary Abraham Ribicoff explained that the youth fitness drive is aimed at the student who does *not* make the school team. U. S. Education Commissioner Sterling McMurrin warned, "We can no longer afford the kind of softness that has made inroads into our society."

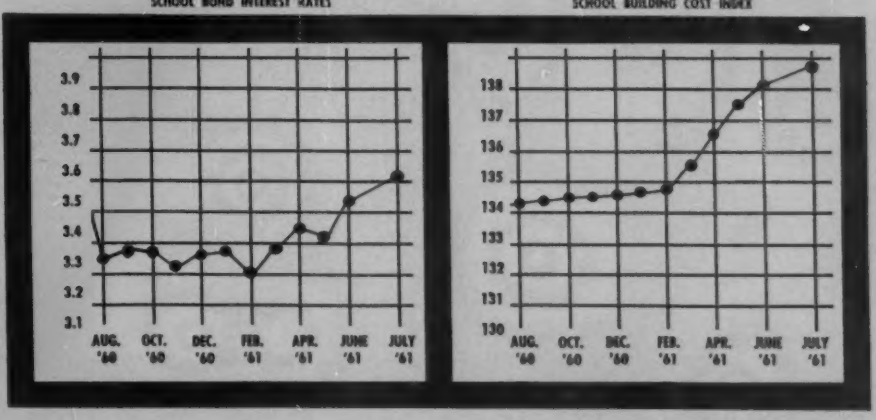
At an earlier press conference, President Kennedy urged "each school in the United States . . . to identify the physically under-developed pupil and work with him to improve his physical capacity . . . to provide a minimum of 15 minutes of vigorous activity every day for all of our school students, boys and girls alike . . . [and] to use valid fitness tests to determine pupil physical ability and evalute their progress."

A week later, 30 state physical education directors met at the HEW Department and heard Attorney General Robert Kennedy plead for less talk and more action on physical fitness. Success will depend on school support, the Attorney General said.

* * *

MR. SEVEN MILLION. On the eve of its 70th anniversary, the International Correspondence School, Scranton, Pa. enrolled its seven millionth student—Herbert H. Eggleston, an employee of General Electric Co.'s lamp equipment division in Cleveland. (Another ICS student was Charles E. Wilson, former GE president.) The ICS milestone was marked by ceremonies in Washington, D. C. attended by cabinet members and congressmen.

Eggleston, currently a GE machinist, summed up the predicament of hundreds of others in his position: "Technological changes are coming so fast in industry, that I figured I better get started now to train myself for a more advanced job." Eggleston's



BUILDINGS & BONDS: School bond interest rates and building cost index continued to rise in June. Average interest rate stood at 3.61%. Cost index peaked 138.8 (1947–49=100).

choice was an ICS course in drafting and machine design.

* * *

COMING OF AGE: The National Audio-Visual Association celebrated its 21st birthday in Chicago with "the biggest a-v show ever assembled"—230 booths and record attendance. Key topic of conversation was the fate of NDEA (delegates took special note of new provisions for materials centers, teaching machines, and programmed learning in the new version).

John Forsythe, general counsel for the Senate Labor and Public Welfare Committee, told delegates to keep their congressmen informed of the good effects NDEA has had in their districts in order to insure continuation of the Act. Mahlon H. Martin, a-v dealer from Massilon, Ohio, was elected new NAVA president.

* * *

BIBLIOPHILES: Although school libraries have grown tremendously in the last 15 years, 75 percent of the nation's elementary schools still lack libraries, according to John T. Eastlick, of Denver's Public Library.

College and university libraries are also falling short of their potential, Eastlick indicated. There are 1,450 college and university libraries in this country, but only 135 have sufficient resources and personnel to obtain a high rating from the U. S. Office of Education. Eastlick spoke at the 18th annual conference of the American Library Association at Cleveland, Ohio.

There was almost unanimous agreement among the 5,000 librarians who attended that television had proved an asset to libraries. "We find that television programs send children and young people to the library," said Mrs. Frances Lander Spain, ALA president and coordinator of children's services at the New York City Public Library.

* * *

TOGETHERNESS: Two groups of colleges are banding together on cooperative projects that would be difficult to tackle individually.

One group of 12 liberal arts colleges has formed the Midwest College Council. Its purpose is to help well-qualified eastern secondary school students and their parents become more familiar with college opportunities in the midwest. The colleges are four-year, accredited, coeducational institutions with enrollments of 500 to 1,500. The colleges believe that a larger representation of students with differing geographic, ethnic, and social backgrounds will add an important dimension to the liberal education of all their students. (Some of these same colleges are also members of the Great Lakes College Association—a cooperative group working together to strengthen their educational programs. See July, OVERVIEW, page 59.)

The second group is composed of four colleges in upstate New York and one from nearby Pennsylvania which set up the College Center of the Finger Lakes in Corning, N. Y. The Center will publish a joint calendar of events and set up an exchange program for faculty, students, and guest speakers. Other plans include:

- A curriculum study to eliminate duplication of costly, low-attendance courses by unifying them in one college.
- Investigation of cooperative ETV and programmed learning.
- A central library for expensive and rarely-used books.
- Centralized equipment such as computers, an electron microscope, and a radio isotope laboratory.
- Group buying of supplies, insurance, and other services.

* * *

POTPOURRI: At least 10,500 doctorates were granted during the 1960–61 academic year, compared with 9,800 in 1959–60, according to the U. S. Office of Education. Included were about 1,900 doctoral candidates in education. . . . During the 1959–60 school year, California public school buses transported 710,165 pupils 410,775 miles each school day. There was only one pupil fatality for the year's total of almost 75 million miles. . . . Nine colleges and universities in the greater Boston area will participate in a joint research colloquium on the philosophy of science. . . . The Texas State Board of Education has changed its policy governing teacher preparation. Educational course requirements have been reduced from 24 to 18 semester hours for secondary teachers and from 42 to 30 semester hours for elementary teachers. Academic courses have been correspondingly increased. . . . To measure industry's dependence on higher education, the Council for Financial Aid to Education checked up on the alumni of 84 American colleges and universities. Of the 470,882 alumni who could be traced, over 40 percent were employed in business and industry—more than in education and the other professions combined. . . . Famed baseball player Ty Cobb left 25 percent of his estate to the educational fund he established eight years ago to aid needy students. . . . An international version of the Peace Corps has been approved 17-to-3 by the Technical Assistance Committee of the United Nations Economic and Social Council. . . . Princeton University has received a gift of $35 million from a small group of anonymous donors to be used for "a new and unparalleled professional school" to prepare persons of outstanding talent for public service. . . . Technico, a non-profit foundation, has come up with a scheme under which U. S. companies will "adopt" and equip individual schools in foreign countries with their obsolete machine tools. . . . Less than two voters out of five have shown sufficient interest in school bond and tax elections to cast their ballot between 1948 and 1960, according to a USOE study.

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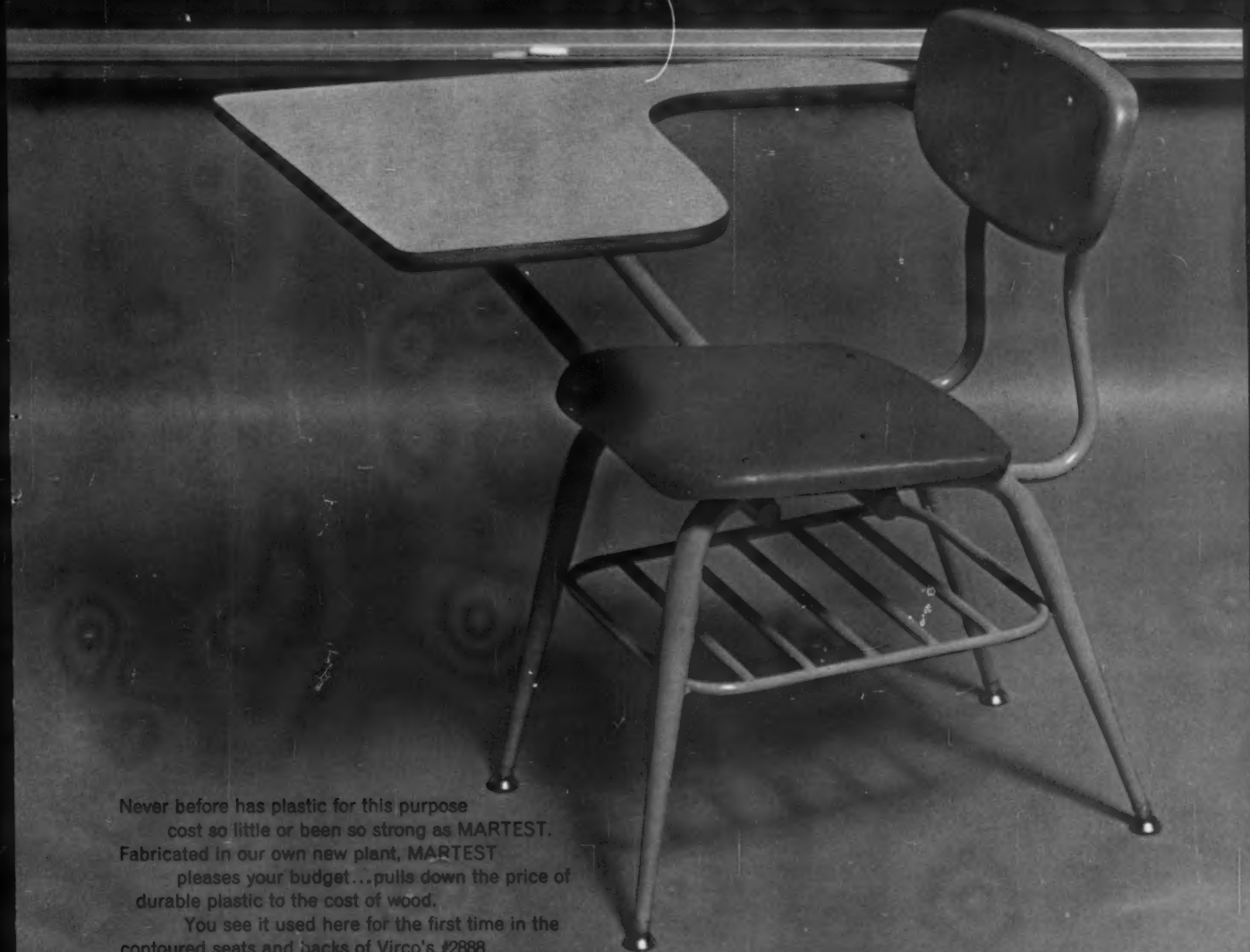

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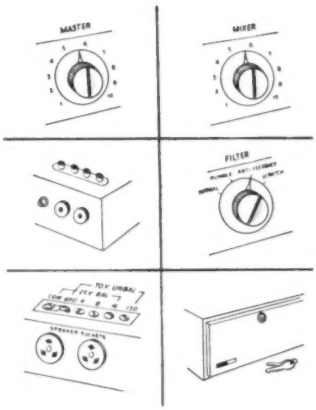

The Commander Series shown above includes the following: Model DA-12, 12 Watt PA Amplifier—$75.00 List; Model DA-35, 35 Watt PA Amplifier —$119.95 List; Model DA-100, 100 Watt PA Amplifier—$187.50 List; Model DPR-7, Combination Mixer/Preamplifier — $75.00 List; Model PT-1, Phonograph Top—$37.50 List; Model LC-1 and LC-2, Locking Panel Covers: Model LC-1 — $8.50 List, Model LC-2—$9.00 List.

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SEARCHING THROUGH RESEARCH

Costs of Para-Campus

THE MANY "para-campus" programs carried on today by colleges and universities have been highly successful in extending higher education's distribution of training and service to the community. These activities include extension courses, public lectures, radio and television programs, agricultural and health programs, and research projects.

Last year, colleges and universities spent more than $3.4 billion on student instruction, nearly six times the amount spent in 1945–46 and about ten times 1931–32 expenditures. Per student instructional costs have risen from $270 in 1931–32 to approximately $960 last year. Expenditures for para-campus were approximately $1.4 billion, compared to only $200,000 in 1931–32.

Para-campus activities are classified as service rather than instructional elements in education because they are designed mainly to serve the public [see "Higher Education's Para-Campus," June OVERVIEW for Walter Argow's description of how the university extends its services through its second, or "para," campus].

Percentage changes in expenditures for para-campus programs, compared to total expenditures for higher education, that are given in this report were obtained by dividing para-campus costs by total education costs during each two-year period between 1931 and 1958. (Data covering the past four years are still being collected and evaluated.)

From 1931 through 1958, money

By W. Robert Bokelman and Louis D'Amico, of the Division of Higher Education at the U. S. Office of Education. This report is based on their analysis of higher education income and expenditures to appear in a forthcoming U. S. Office report.

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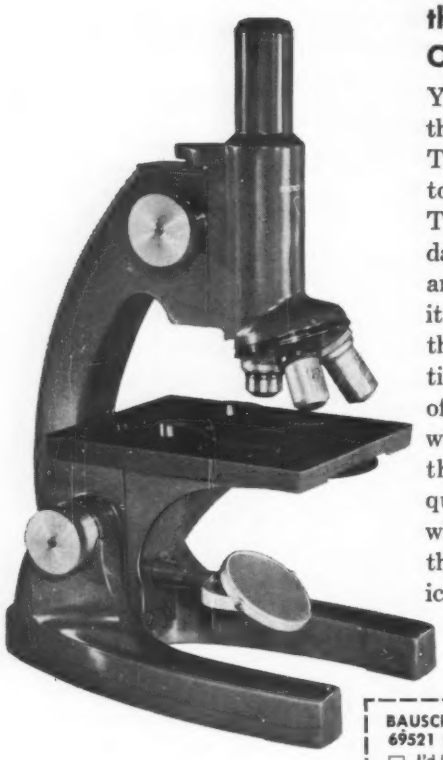

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Research (continued)

spent on para-campus programs increased from 17.2 to 31.8 percent of the total expenditure for higher education by both public and private institutions. This means that colleges and universities spent an average of only 68.2 percent of their total operating budgets on student instruction in 1957–58, as against 82.8 percent in 1931–32. However, this isn't necessarily a harmful trend; many students benefit educationally by taking a direct part in para-campus programs and the instruction of many others is influenced by the research, etc., carried on as part of those programs.

Breakdowns of budget percentage changes for some of these para-campus programs show that research made the biggest gain, accounting for 20 percent of the total average budget in 1957–58, against only 6 percent in 1931–32. On the other hand, expenditures for various public services, such as lectures and extension courses, dropped from slightly more than 6 percent to under 5 percent during the 28-year span. Spending for on-the-job professional training fluctuated considerably, but showed an overall increase of slightly less than 2 percent.

It is interesting to note that while most para-campus programs showed only small increases or decreases in the proportion of money spent on them (though the *amount* of money spent increased substantially), the lion's share was pumped into research. This beefing up of research began during World War II and has continued in full and growing force, much to the benefit of education.

Para-campus and instructional costs vary considerably between public and private institutions. In public colleges and universities, the proportion of para-campus expenditures, after fluctuating within a narrow range during the mid-thirties, reached 34 percent of the average total budget, up 11 percent over 1931–32. This one-to-three proportion was reached in 1952 and has remained almost static ever since. As is the case *throughout* this study, research chalked up the biggest gain,

moving from 7.8 percent up to 18.6 percent of the total budget. Again, the initial impetus for research spending came during World War II and has grown steadily. Public service and professional training percentages were virtually in equilibrium by 1957–58 (7.9 and 7.3 percent respectively), while in 1931–32 spending for public services was nearly double that of professional training.

It should be noted that starting with 1935–36, the proportion of total expenditures allocated to the public service programs by public institutions was nearly 13 percent and continued at that level until the end of World War II. Expenditures for professional training programs, though they fluctuated slightly, reached their peak in 1953–54, accounting for 8.7 percent of total public institution spending during that period.

In private institutions, the proportion of spending for para-campus programs has varied considerably during the period covered by the study. In 1931–32, private institutions spent 10.3 percent of their average total budgets on para-campus activities, but by 1957–58 it had risen to a whopping 29.3 percent. During that period, spending for research catapulted from a mere 3.5 percent to a solid 22.3 percent. Overall, funds allocated for research increased at a somewhat faster rate in private than in public institutions. Public service programs carried on by private institutions remained puny in comparison with those of the public colleges and universities. By 1957–58, the percentage had dropped from 1.7 to only .8 percent of the total budget. Professional training fared slightly better, increasing from 5.3 to 6.2 percent.

Since colleges and universities are now spending more than $32 out of every $100 on para-campus programs, it seems reasonable that these expenditures should be counted separately from general education funds. This would make it easier to identify costs related strictly to instruction and to assemble detailed and unified information as to how colleges and universities are providing services to the nation through their para-campus programs.

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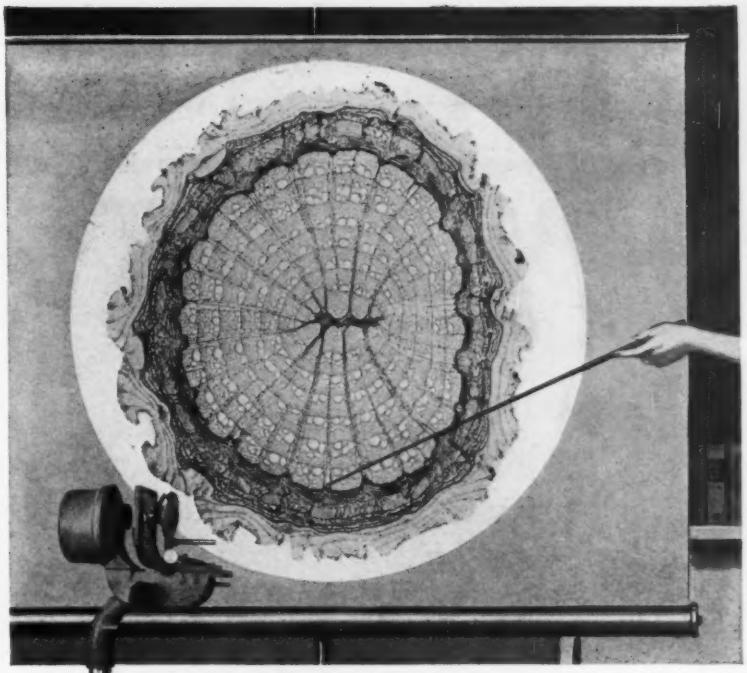

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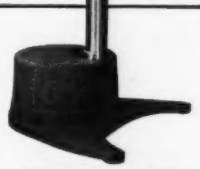

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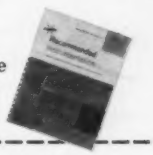

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How Imaginative Engineering Provided Air Conditioning To Fit A School Budget

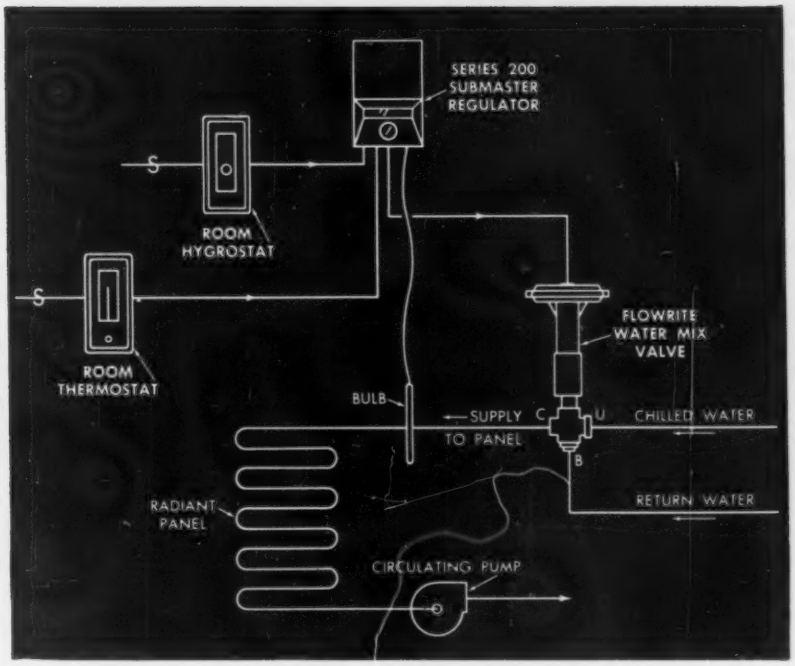
Must school air conditioning always be "too expensive"? Perkins & Will, Chicago architects and engineers, didn't think so last year when they designed suburban Homewood-Flossmoor High School. Without exceeding the school budget, they provided an air conditioned area large enough for complete summer sessions, including 15 classrooms, the library and all administrative offices. Actually, cooling for 25,000 square feet added less than 3½% to normal building cost — less than $4 per square foot of cooled area.

Homewood-Flossmoor High School, Flossmoor, Illinois. Air conditioned section (center) connects to other school facilities by glass-enclosed passageways.
Architects and Engineers: PERKINS & WILL, CHICAGO
Mechanical Contractor: THE ECONOMY PLUMBING AND HEATING CO. OF CHICAGO.

Perkins & Will team of architects and engineers works out details of the cooling system design features and controls for the Homewood-Flossmoor school. From left to right are F. Philip Brotherton, Designer and Project Architect; Rudolph J. Houkal, Chief Mechanical Engineer, and Edward C. Colin, Chief Structural Engineer.

How it was done

Perkins & Will grouped all rooms where both heating and cooling were desired into one section of the school. An interesting design feature is the core of 15 classrooms, surrounded on all sides by other rooms. The fuel savings realized from this "insulated" core help defray the added expense of cooling the entire summer school section. The engineers concentrated all mechanical service equipment beneath this section to eliminate long air conditioning channels. Double ducts and automatic controls were carefully designed for easy switchover to cooling and to take full advantage of tempered return air and outside air during spring and fall seasons.



Ceiling Panel Condensation Control

To back up the mechanical efficiency it so carefully designed into the heating, cooling and ventilating system, the Perkins & Will firm specified a Powers system of pneumatic temperature control, including the important dew point control which acts on the chilled water auxiliary cooling used in rooms exposed to the outside. This control (see diagram) utilizes a Powers Water Mix Valve on the ceiling panel chilled water supply and a low limit Submaster Regulator. The Powers Hygrostat measures room humidity conditions and resets the low limit temperature to prevent condensation on panel surfaces, yet allows supply water temperature to be as low as possible for maximum cooling.

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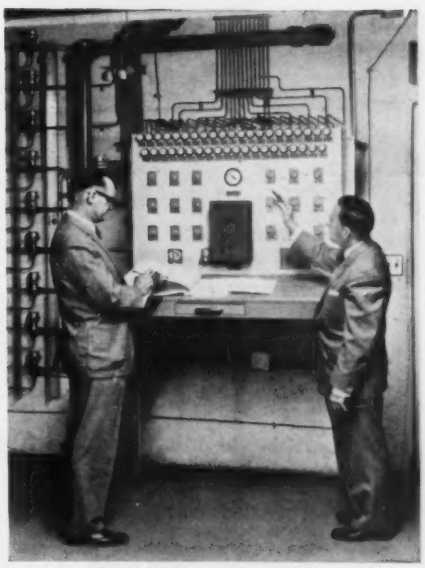

Homewood-Flossmoor Maintenance Superintendent William C. Drews (left), takes readings from the automatic Powers pneumatic control panel.

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CLOSE-UPS

Rep. James Delaney

IN MORE THAN a decade of struggle over federal aid, educators have come to know well their influential friends and foes on Capitol Hill. Now a new name has been added to the long roster of those who have shaped this historic legislation for good or ill—Rep. James J. Delaney, a 60-year-old Queens County, New York, Democrat who was first elected to the House of Representatives in 1944.

Rep. Delaney cast the unexpectedly decisive vote in the Rules Committee to prevent members of the House from voting on President Kennedy's $2.5 billion aid to education bill, an extension and expansion of the National Defense Education Act, and the Administration's bill for federal assistance to the colleges (see *From Washington*, page 38).

In the closed-door meeting of the Rules Committee, according to reports, Rep. Delaney opposed the Administration's measures because they would provide funds for public but not parochial school salaries. "We are legislating discrimination. All children should be treated alike," is said to have been his statement. Politically, his position is easily understood; his is a heavily Catholic Congressional district. In addition, while his district usually is "safe" for the Democratic nominee, Delaney did lose once and almost lost a second time when his plurality was less than 200 votes.

Rep. Delaney himself attended the public schools in Queens, one of New York City's five boroughs. After graduation from St. John's University, he practiced law and served as Assistant District Attorney in Queens County for nine years. His son Patrick, now a student at Providence College, Rhode Island, was graduated from LaSalle Academy on Long Island, a military school.

The job of the Rules Committee is to schedule committee-approved bills for consideration by the entire House of Representatives. However, members of the Rules Committee frequently use their strategic position to reshape another Congressman's legislation nearer their own wishes, pigeonholing the measure if their demands are not met.

This is not the first time that Rep. Delaney has used his committee vote to affect the content of a bill rather than merely its date for vote on the floor of the House. In 1958, for example, he was chagrined because the proposed Food Additives Amendments to the Food, Drug and Cosmetic Act, as approved by the House Commerce Committee, did not include a flat ban on carcinogens, a provision he had unsuccessfully sponsored as a member of the Commerce Committee.

Rep. Delaney had long been alarmed by the growing use of chemicals by the food and cosmetic industries. From 1948 through 1951 he chaired a special House committee that investigated this subject. State and federal agricultural and health officials were dismayed to hear wit-

The vote that pigeonholed federal aid.

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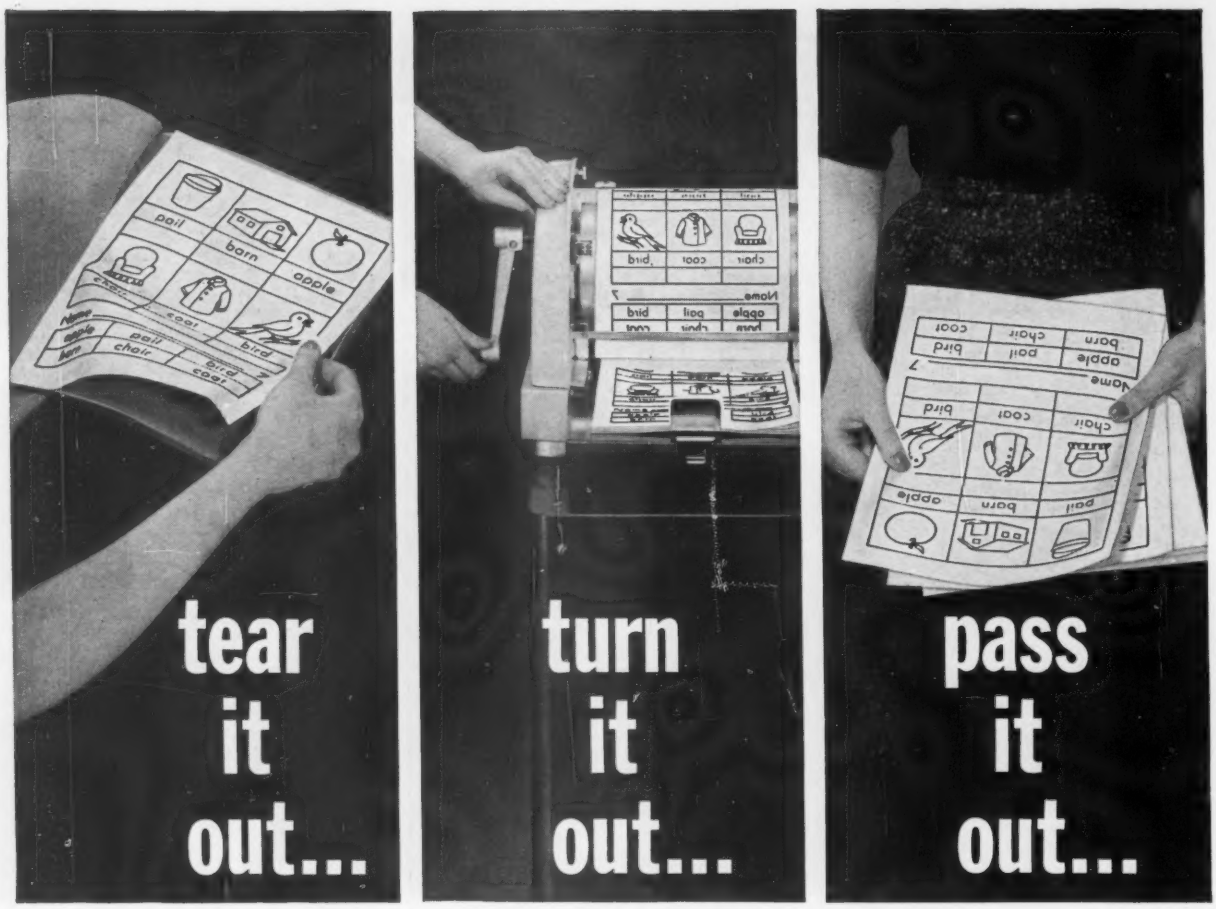

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ness after witness advocate a complete ban on agricultural pesticides, abandonment of water fluoridation, and chemical-free food processing.

Professionals in this field had to convince Congressmen that the law should regulate but not prohibit chemicals in food, which are used primarily for technological or economic reasons. They pointed out that many substances, like common table salt, are poisonous if taken in massive doses but are beneficial in smaller quantities.

One Congressman who remained unconvinced was Rep. Delaney, who strongly opposed addition of minute quantities of sodium fluoride, a poison, to public water supplies for the purpose of reducing tooth decay among youngsters. He tried to persuade the Commerce Committee to insert in the additives bill a provision banning from foods and cosmetics any substance suspected of causing cancer, regardless of the amount added. Experts opposed his motion because a number of familiar foods naturally contain known or suspected carcinogens, although in quantities proved by scientists to be harmless.

Because the Food Additives Amendments did not contain the Delaney Amendment, the Queens Congressmen blocked passage in the Rules Committee. The bill languished until the end of the Congressional session in 1958, when HEW Secretary Arthur S. Flemming capitulated. Flemming, of course, had his revenge when he applied the illogical reasoning of the Delaney Amendment to the 1959 cranberry crop. In the resulting uproar, it was easy to get the Delaney Amendment modified to protect consumers without tying the hands of scientists.

But square-jawed Jim Delaney remains stubbornly convinced he fought forthrightly against cancer-causing manufacturers, a menace he detected virtually single-handedly. Today he is equally resolute that he did right to use his Rules Committee seat to deny fellow Congressmen their chance to vote either for or against federal aid to education. ●

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From Washington

School Aid and Impacted Politics

WHEN THE keen young politicians around the President started thinking about education late last year, it was obvious that they lacked the votes to enact their program in the House of Representatives. In June 1960, for the first time in history, a school construction bill had been passed by the House, 206–189, only to die at the hands of the Rules Committee. But now, after the Presidential election, there were some twenty fewer Democrats in the House to support the Administration's proposals.

The arithmetic was melancholy until someone had a truly brilliant idea. The major provisions of Public Laws 815 and 874 (which provide construction and operating funds to school districts burdened with major federal installations) were due to expire at the end of June 1961. Why not include extension of impacted-areas aid in the Administration's general aid-to-education bill? *That* should give the measure more than enough support to assure passage.

This master stroke of strategy appeared to founder when the House Rules Committee pigeonholed the President's entire education program by an unexpected 8–7 vote. Three bills were lost: the Administration's proposal for grants to the states for school construction and teachers salaries, which included continuation of P.L.'s 815 and 874; the President's bill providing grants to colleges for classroom construction; and the bill extending the National Defense Education Act, earlier amended by the House Education and Labor Committee to include loans to private schools for construction of classrooms for science, mathematics, modern languages, and physical fitness.

The private school amendments added by the Education and Labor Committee had been expected to satisfy parochial school supporters on the Rules Committee. One, however, Rep. James J. Delaney (D-N.Y.), objected that the teachers salaries provision of the general aid bill was unfair to the thousands of parochial school children in his Queens County Congressional District (see *Close-ups*, page 35). His was the key vote against all three bills.

The Administration was undaunted. President Kennedy calmly told a press conference the day after the Rules Committee met "that there are procedures available in the House of Representatives to adopt this bill in spite of the action of yesterday before the session ends." Time was clearly on the President's side. He had always wanted Congress to pass his defense appropriations and foreign aid bills before taking up school legislation. This would now perforce be the order of business. And as the re-opening of school drew nearer and nearer, pressure would mount from the 3,800 districts desperately depending on continuation of impacted-areas funds.

"President Kennedy and Congressional leaders of his party are obviously seeking to use this popular program to blackjack members of Congress into voting for the general education bill," twelve Republican Congressmen charged in a letter to Rep. Adam Clayton Powell (D-N.Y.), chairman of the House Education and Labor Committee. Other Republicans drew up a bill calling for a simple extension of P.L.'s 815 and 874. But there was to be no retreat, no acceptance of a bill aiding only the impacted areas, the strategists continued to insist.

Mindful of White House traditions, Mr. Kennedy did not state

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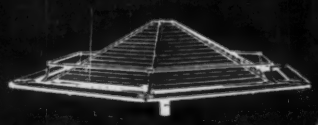

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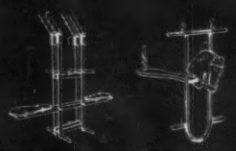

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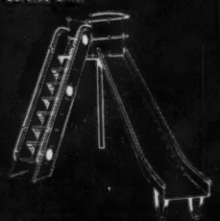

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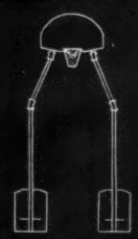

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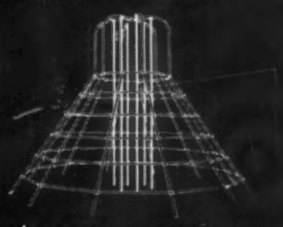

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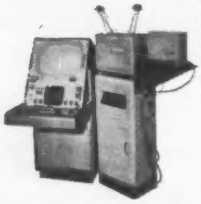

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Washington (continued)

flatly that he would veto a bill providing aid for the impacted areas alone (a President rarely makes such predictions publicly). But HEW Secretary Abraham A. Ribicoff promptly informed all callers that, if Congress should pass such a bill, his "personal inclination" would be to recommend a Presidential veto.

As Congressmen thought about the prospect of ending the session without any affirmative vote on education, most grew uneasy. By killing all three bills, the Rules Committee had alienated all but the diehard opponents of *any* form of federal aid to education. Now everyone was angry at Congress—the college presidents and alumni, the schools and colleges counting on a bigger and better NDEA, the friends of federal grants for school construction and teachers salaries, and the parochial school supporters who were willing to back the House Education Committee's compromise loan provision.

And about fifty school superintendents from half as many states were patrolling the Capitol, buttonholing their Congressmen to explain vehemently the impact on their budgets of a lapse in payments under P.L.'s 815 and 874. (A bill continuing just these two laws would whiz through Congress and the President would veto it with a fine show of indignation at Congress' preference for the special rather than the general public interest. At any rate, that was the plan.)

The Rules Committee could be bypassed through some such intricate parliamentary maneuver as Calendar Wednesday, suspension of the rules, or even, if ultimately necessary, a discharge petition. There seemed to be nothing to do but pass the President's proposals, skirting the religious and racial issues as best possible, or else adjourn without casting an affirmative vote on education.

This was precisely the dilemma foreseen many months ago by the young men in the White House. Their basic strategy in favor of "one big bill" thus determined the fate of federal aid in the Eighty-Seventh Congress.—THEODOR SCHUCHAT

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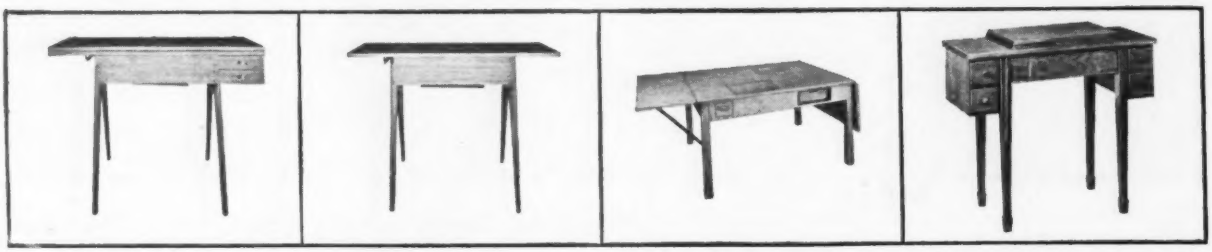

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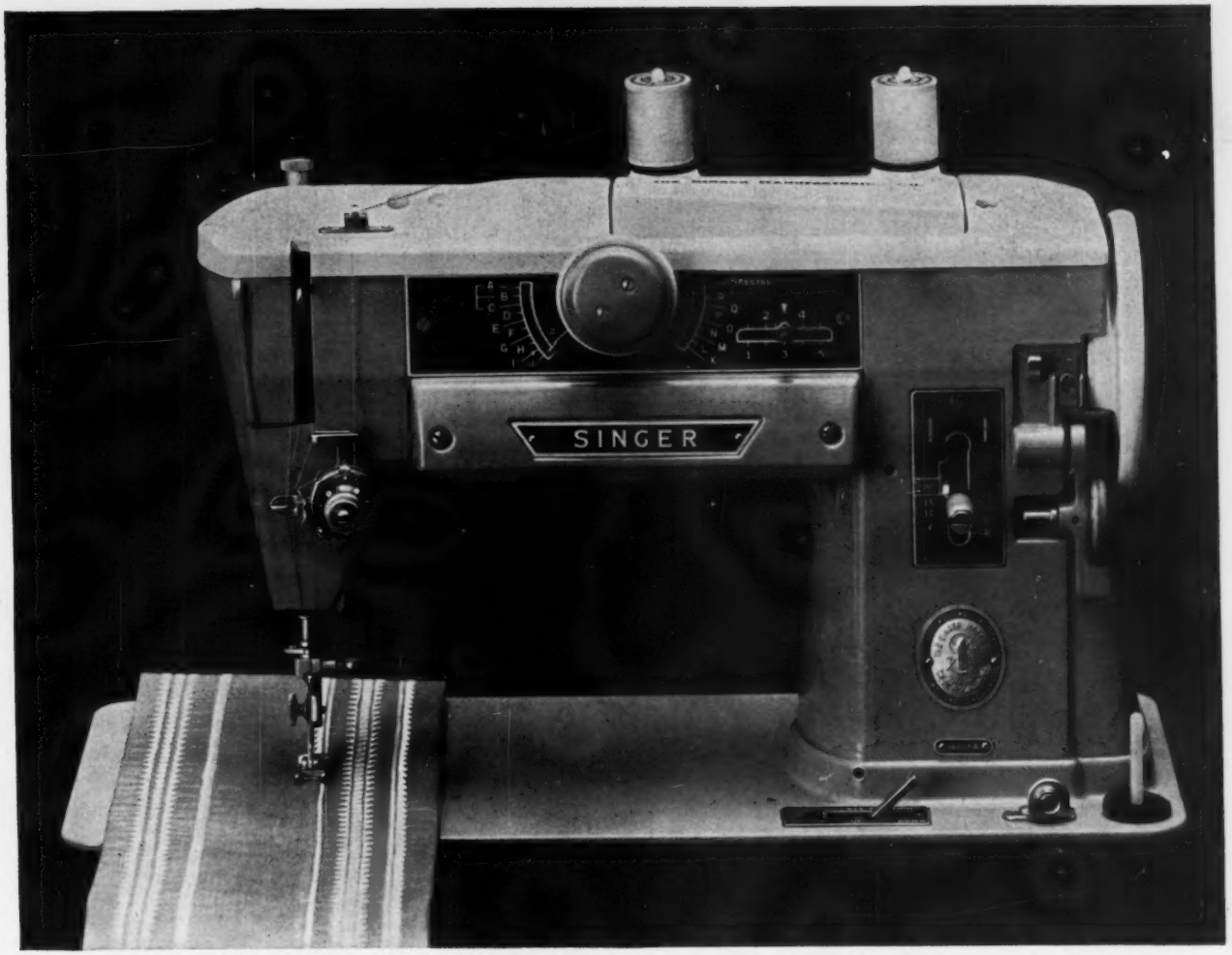

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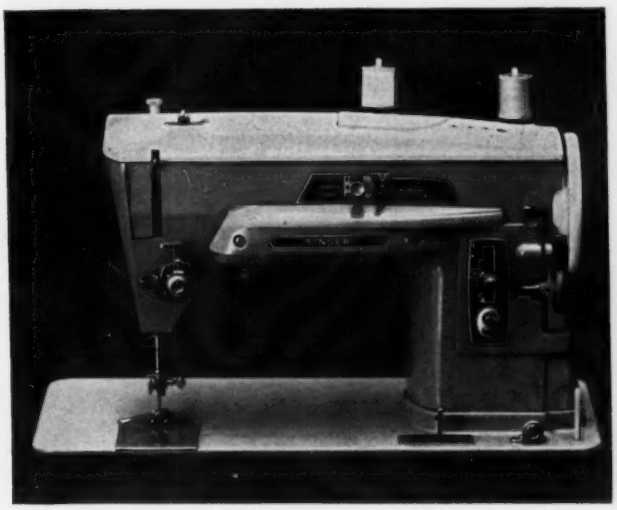

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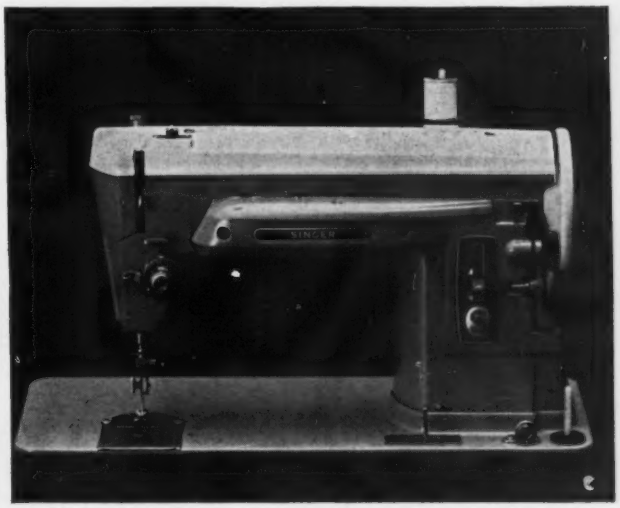

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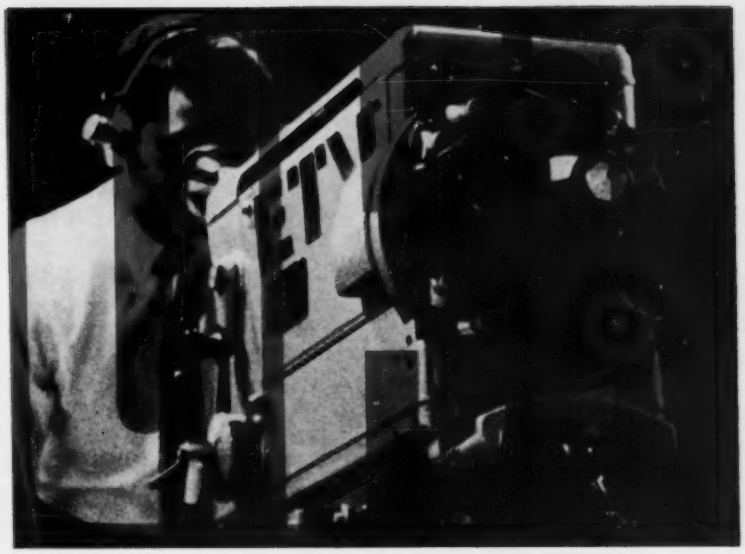


TOMORROW'S CHANNELS

The trend is to ultra high frequencies

TEACHING BY television—still in the test tube a few years ago—has rapidly gained wide acceptance as a teaching tool. The acceptance of ETV is confirmed by the nearly 7,500 elementary and secondary schools and the more than 100 colleges that used television instruction last year.

Recognition that television would be an important part of education was firmly established back in 1952 when the Federal Communications Commission reserved 258 station opportunities for educational purposes. The number has since been increased to 268—ninety very high frequency (VHF) and 178 ultra high frequency (UHF) opportunities. Today, twenty-six of the sixty-seven ETV stations on the air or under construction use UHF channels. And indications are that most of the new stations built during the 1960's will also be UHF.

The first ETV station to begin operations, though not the first to obtain an FCC license, was the University of Houston's KUHT in May 1953. Fifty-four ETV stations are now on the air; thirteen more have been approved by the FCC and are under construction. The fifty-four serve only a small portion of the current potential student audience—forty-eight million at present count.

On the basis of recent experience, it appears that UHF compares favorably with VHF (now used mainly for commercial broadcasting) as a means of transmitting educational television. A variety of educational groups have already chosen UHF to do special instructional jobs. There are, for example, Channel 26 in Montgomery, operated by the Alabama Educational Television Commission; Channel 21 in Madison, operated by the University of Wisconsin; and Channel 15 in Louisville, Ky., operated by the Louisville Free Public Library. Of five UHF applications pending before the FCC, one is for Channel 36 in Milwaukee, Wis., to be operated by the Milwaukee Board of Vocational and Adult Education.

These applications indicate a growing interest in establishing local UHF stations that would be used for various community education activities, such as adult education, civil defense, and training programs for

municipal departments. (They will not edge out closed-circuit television, however, which would still be preferred in those areas where a UHF system would be unnecessarily elaborate and for such intramural uses as the professional training of teachers, doctors, and dentists.)

Such developments signal a strong trend toward establishing UHF as education's wave length. Many more UHF channels are available (seventy as against only twelve VHF) and would be more adaptable to the needs of education and community service.

What Is UHF?

Since television images are transmitted at a very high speed—thirty per second—they require a large area on the electromagnetic broadcasting spectrum. Standard or short-wave broadcast bands cannot be used because they are already crowded with radio stations. Consequently, television is confined to the very high frequencies (channels 2–13), operating on 54 to 216 megacycles, and the ultra high frequencies (channels 14–83), operating on 470 to 890 megacycles. UHF beams its signals in "line-of-sight" and is more susceptible than VHF to interference by hills, apartment houses, water towers, etc. However, both UHF and VHF service can be extended and UHF "shadowing" eliminated by using "translators" and special antennas located on high points.

Generally speaking, then, UHF covers a smaller area than VHF. Under normal broadcasting conditions and without using transmission boosters, each UHF channel has a reception radius of 20 to 30 miles, compared to 60 to 70 miles for a VHF channel. Theoretically, there are seventy UHF channels available for each area that could be covered by twelve VHF channels. In actual practice, however, most areas are served by only two or three VHF channels; broadcasting officials feel that eventually seven to nine UHF channels would serve each of these same areas. Therefore, after educational needs are met, several channels would still be available for public service and even commercial broadcasting.

After weighing the pros and cons and doing a little arithmetic, educators find that several school systems and colleges within a typical VHF reception area could operate their own UHF channels without interfering with each other's broadcasts and without the compromises now necessary in broad-audience VHF programming. Among the school systems already using UHF channels are the Clover Park School District Number 400 in Pierce County, Washington, and Independent School District Number 89 in Oklahoma City.

The Cost Picture

Undoubtedly the biggest drawback to the development of ETV is lack of capital funds. It is far more difficult to obtain financing for ETV than for commercial television because of its non-profit status. Once a station is built, the problem of maintaining a steady flow of operating dollars still remains. This is why UHF looms especially desirable. It costs approximately $500,000 to

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
6:30–8:30	Messages from three faiths; weather and news headlines; reading of newspaper editorials; closing farm prices					
8:30–9:30	Elem. Education: Story-Telling	H.S. Music Appr.	H.S. Music Appr.	Elem. Geography	Jr. Coll. Physics	Special Programs of Sports, Culture, or Special Education scheduled for weekend viewing.
9:30–10:30	Music Hygiene	Steno training for personnel of ABC, Inc.	Hearings before City Zoning Board of Appeals	Voc.: Ed.: Principles of Gas Engine	First-year French	
10:30–11:30	Spanish I (for shut-ins)	Spanish I (for shut-ins)		H.S. American Government	Spanish I (for shut-ins)	
11:30–12:30	Teacher Talks to Parent	Agriculture Ext.: "Acreage Control"	Teacher Talks to Parent	College Admissions: "Testing"	Agriculture Ext.: "Acreage Control"	
12:30–1:30	TEST PATTERNS					
1:30–2:30	College Biology	H.S. English	College Biology	H.S. French	College Biology	
2:30–3:30	Jr. Coll. Chemistry	College Physics	Jr. Coll. Chemistry	College Physics	Nurse's Training (City Hospitals)	
3:30–4:30	Aircraft Electronics	Heating & Refrig. for personnel of XYZ, Inc.	Aircraft Electronics	Heating & Refrig. for personnel of XYZ, Inc.	Aircraft Electronics	

Sample log shows how an educational UHF station could serve one city's school, college, and community needs.

set up a commercially viable VHF station, but a UHF facility for special educational purposes needs only $100,000. This is one of the major reasons why the FCC and experts in ETV wax enthusiastic over UHF.

Contributions by the Ford Foundation (which has pumped $20 million into ETV) and other philanthropic organizations have helped get the program through the initial research and development stage. Under Titles III and VII of the National Defense Education Act, money has been going into television programs and research. But much more money is needed.

Sen. Warren G. Magnuson (D-Wash.) has introduced a bill providing up to $1 million in federal aid to each state for construction of ETV facilities. Magnuson says the bill is aimed at speeding the development of ETV and stimulating private investment in ETV stations. The bill, already passed by the Senate, is awaiting final House action. The House, however, has reduced the aid per state to $750,000, contingent upon matching funds from each state. Magnuson told OVERVIEW he is confident some version of his bill will obtain final passage and be signed into law before the end of the current session—unless buried by the Rules Committee.

Equipment Makers Optimistic

Also waiting in the wings on Capitol Hill are the manufacturers of ETV equipment.* For the past several years they have seen educational TV on VHF channels bog down because of high operating costs. Having plodded through the custom installations of closed-circuit television without learning how to bring down the high costs of cables and conduits, manufacturers have been wary of producing UHF or all-channel equipment because the FCC hasn't seemed inclined to UHF until this year. Their sales job has been gigantic.

"Educators are a little afraid of the equipment. It's delicate and complicated. Many of them have had awful experiences with their home sets and assume that the same could happen to ETV equipment," says Alvin Reinberg, roving sales manager for Transvision, Inc. "They don't want to buy a folly. So our job has been to show school people how they can handle the equipment, how they can use it to the fullest for classroom instruction. And the job isn't easy."

"Our staff will work for about a year on just one sale," says William Elemendorf, manager for TV sales with Thompson Ramo Wooldridge (Dage Television). The salesmen are called back again and again to speak before teachers, the board, the PTA, and assorted seminars. Company engineers are also flown around the country to help out the sales force and represent the equipment in its proper light. "In addition, a demonstration of the equipment, although very costly to put on, is 100 percent necessary," says Elemendorf. ("I've put on dozens of demonstrations," one haggard California dealer told OVERVIEW, "and I've yet to meet an educator who really knows a good picture when he sees one!")

The result of such long-range selling has been that today's equipment is not realistically priced, since it includes a sizable chunk for sales expense. "This is something we have to live with," admits Richard Hackenberger of Argus Cameras, Inc. "Manufacturers are holding the line on prices until the market is 'educated.' Many are burying the ETV sales cost in other departments of their companies in order to stay in competition. Eventually orders will pick up, we won't have to knock ourselves out to get them, and we'll be able to price the equipment realistically for a fair return."

James Klivans of Fairbanks-Morse echoes this sentiment, but adds an important qualification. "ETV is just not a mass-production field. Even when demand is high among schools and universities, many installations will still be custom jobs. The educator who is waiting for mass-production prices can be waiting in vain."

Both the educators and the equipment manufacturers have been working for ten years to make ETV an accepted teaching tool. But ETV is, if anything, still on the threshold of breaking through. Most manufacturers, a growing number of educators, plus the FCC itself now believe that UHF could be the breakthrough needed. Over a dozen manufacturers skipped the National Audio-Visual Association show this summer to exhibit with the FCC in Washington on the occasion of the assignment of Channel 26 as that city's new ETV station. RCA, GE, Zenith, Westinghouse, and other big companies were among those on hand to help tell the UHF story.

Irving Faye, representing Blonder-Tongue Laboratories, explained why they were all there. "UHF broadcasting should be particularly interesting to the educator. UHF television transmission equipment is much less costly than VHF. True, the range of UHF is less, but for educational purposes UHF satisfies the need at reasonable cost. The educator can readily justify his investment. There's no question that closed-circuit TV has also become increasingly important. Its closeup potential is great and the new lock-jack system can convert any classroom instantly into a CCTV studio. We believe that these two developments—UHF transmission as well as closed circuit—make the future of ETV very bright. That's why we're here exhibiting with the FCC."

Green Light from FCC

Indications are that UHF is coming to the forefront already. On July 28, the FCC announced that it had developed a comprehensive plan to expand UHF broadcasting. In this plan, the FCC states that it: recognizes that UHF is indispensable to nationwide, competitive television service; encourages setting up UHF facilities by establishing areas where *only* UHF stations could operate; relaxes some technical requirements for UHF broadcasting, so that UHF facilities can be set up and operated at lower cost; sets aside more UHF channels for education.

Of all community segments that could benefit from this program, education heads the list. The educator who sees television as a tool he can use would do well to investigate the potential of UHF. For school, college, and community programming, channels 14 through 83 could be the answer. ●

*ETV products are on p. 98. Circle OV-401 for full data.

SEPTEMBER 8, 2011

Are you planning now for the first day of school fifty years from this month?

by William A. Barrett

THE MAN WHO sat at your desk fifty years ago couldn't possibly have anticipated the problems you deal with today. Just as you can't know the problems of your predecessor in the year 2011. But the decisions you make today are going to affect his job and the future effectiveness of the system or institution you now help to administer.

Consider, for a moment, some of the predictions that are being made of America's population change:

- The population, now 180 million, will reach 214 million in 1970 and 260 million by 1980. By 2000, it will reach 330 million—nearly a "second" America.
- By 1980, the elementary school enrollment (now 32 million) may total as much as 49 million; high school enrollment (now 12.5 million) may reach 17 million; and college enrollment (now 3.5 million) may reach 9 million.
- Nearly 27 percent (48 million) of the population is now enrolled in school or college. If this percentage holds, by 2000 the total enrollment will number 89 million—nearly a "second" *student* population.
- *But:* the youth ratio is increasing. In 1950, 41.5 percent of the population was under 25 years of age. In 1960, this proportion was up to 44.5 percent.

What these predictions come down to is the need for long-range planning—but really long-range. I would go so far as to say that no building should go up on a school or college campus that hasn't first been related to a master development plan. Obviously this is easier to say than do, but I think that educators generally have not been as effective as they could be in getting their needs recognized and in convincing their legislators, taypayers, or other sources of capital to appropriate funds more realistically. I would like to suggest here some of the ways by which I think educators could do a more effective job of planning for the future of their institutions.

Educational institutions need long-range planning more critically than business, industry, or any other sector of our society. Yet, they plead poverty to underwrite or an inability to develop an effective facilities planning program. As a consequence, these institutions, including state universities and colleges, stumble into their needs.

Yet the fact is, and this is what puzzles our staff at Ebasco, that educational institutions, unlike a lot of industries, have what might be termed an assured income—"assured sales" in the commercial vernacular. Almost all of the major schools and colleges know they are going to continue to operate and to continue to get their operating income. What possible reason can they have for *not* getting the most out of this potential income? To put it another way, they cannot afford the luxury of *not* planning for twenty-five, indeed fifty, years in advance!

I must admit that industry is sometimes just as reticent

about long-range planning. For some reason, people seem to plan their facilities almost as if there were a fifty-fifty chance of their going out of business in five or ten years. But the internal revenue, appraisal, and investment people insist that when you bring brick and mortar together you must use a base for depreciation of forty to fifty years and beyond. Therefore, a long-range program should meet certain tests to accommodate the *needs* of forty to fifty years and beyond.

To build a building—a hall, a classroom structure, a laboratory, or a dormitory—and to locate that structure on a campus, knowing that in five years another building will be needed, in ten still another building, and in fifteen years perhaps another, is certainly unwise planning if these future needs are not considered at the outset. The only time we who are spending our full endeavors in long-range planning—whether in education or industry—will recognize a maximum optimum point for development at any one location is the time decentralization appears advisable. How many college presidents, I wonder, have plans to show that instead of one central campus and two extension schools, they will eventually need, say, two central campuses and five extension schools?

NOW, THE development of a long-range plan is only the start. Once a long-range plan is developed, there will be every need to modify and improve it as circumstances develop. I have been exposed to a thousand or more case histories of building projects and I have yet to see one implemented from its initial stage without change.

One of the big problems in planning educational facilities is establishing basic standards. Take classroom size, for example. What is the maximum number of students to be exposed to one instructor for various types of instruction activities? How does one plan facilities when it has been rare for many instructors to agree on this one point? I have heard one instructor insist that a physics class of twelve is a saturation point, while another instructor insists that twenty is a logical maximum, and still a third insists that twenty-five is a right figure. How, then, can one begin to establish the number of work places, the number of rooms, the size of a building, the size of a campus?

This is extremely confusing to state legislators and taxpayers. While the word "standards" is often abhorred by educators they are going to have to apply some standards, whether they like it or not, in order to gauge their long-range needs.

The business of long-range planning comes down to four steps: (1) Face up to the certainty of supplying the needs for the insured income you have during the next fifty years at least; (2) Set some standards that you can defend; (3) Learn the art of dramatizing your expansion needs to the sources of your funds; (4) Develop a plan which anticipates, in stages, an enrollment saturation point which you can adequately prove.

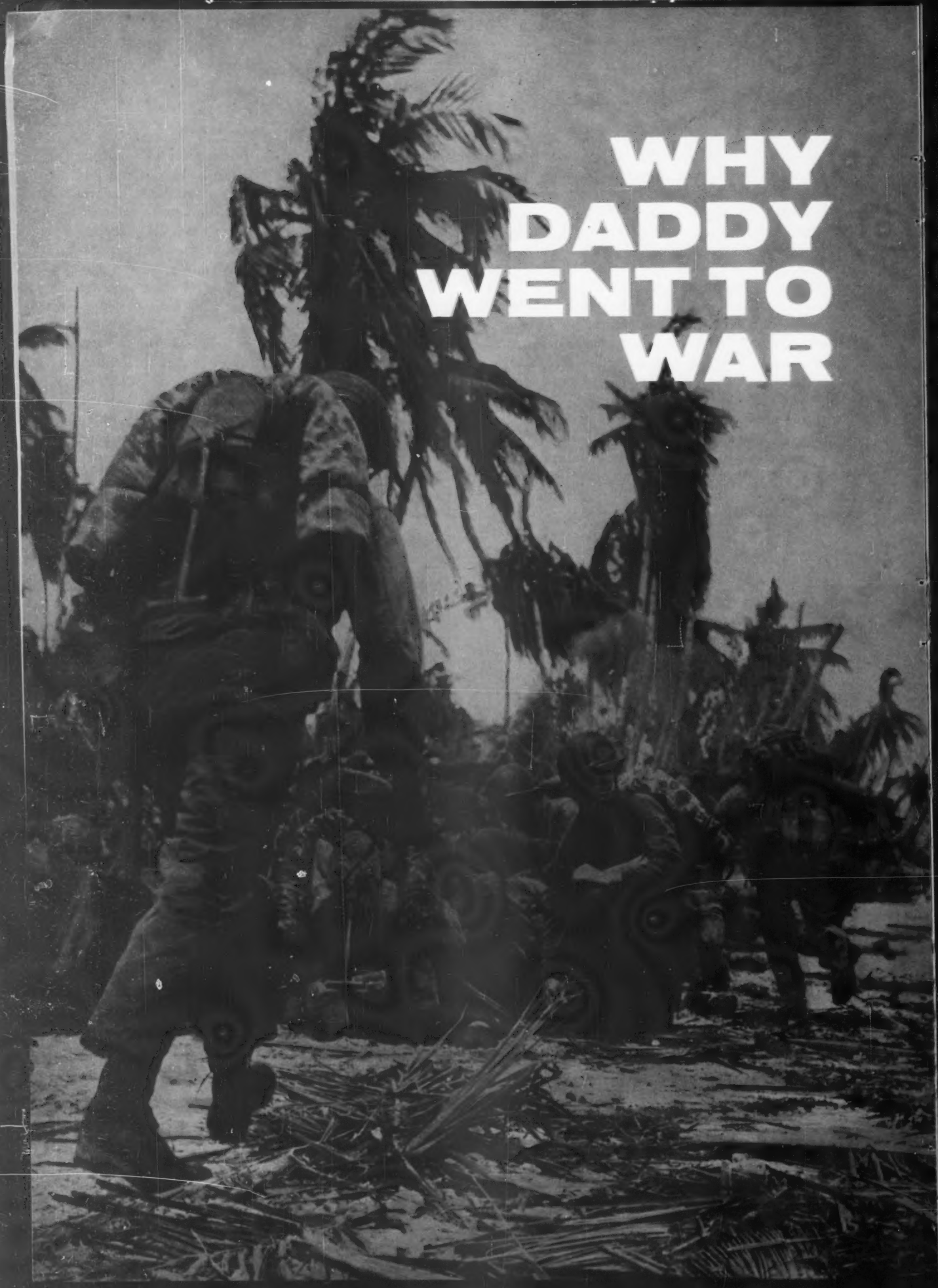
One of the basic criticisms I have of those who are concerned with planning—whether in industry or education—is the constant mania for looking back at statistics or dwelling on what has happened in the last couple of decades and then taking comfort in the fact that no one can really plan ahead for more than five years. Because a school is a hundred years old, is there any reason to believe it will not exist for the next hundred years? Of course not! Then why not plan for at least fifty years with the recognition that an additional 200 years are coming?

I would ask these questions of every executive in charge of development of an educational institution:

1. What graphs or projections—along with underlying data—do you have available to predict potential registration for the next twenty to fifty years?
2. Are these projections identified by academic and technical courses?
3. Do you have an analysis of that portion of your income during the last twenty-five years which has found its way into the development and operations of physical facilities? Have these been projected for the same period you have projected registrations?
4. Have you made an analysis of the saturation point of your campus in terms of capacity for additional structures? Have you evaluated the prospect of acquisition of peripheral sites? (Remember that structures should probably not exceed 33⅓ percent of the available acreage—ideally about 25 percent—unless we are talking about a downtown institution.)
5. Can you show when—and why—you plan to phase out antiquated structures?
6. Do you have a diagrammatic campus layout plan reflecting structural requirements in the 1970's, 1980's, 1990's, etc?
7. Do you have a program that indicates when you plan to decentralize certain portions of your program in the 70's, 80's, 90's, etc?
8. Have cost analyses been made to show which courses are carrying their rightful share of overhead?

It is my belief that the next structure you put up, whatever it is, cannot be properly located, designed, or sized until these questions have been resolved. The final thought I would leave with you is this: You can't know who your predecessor will be fifty years from now, but if you do an effective job of planning that far ahead, he and his staff and students will remember *you*—and with gratitude. ●

Mr. Barrett is a long-range planner by profession. He is a general management consultant with Ebasco Services Incorporated, a management consulting, engineering, and construction firm, where he advises clients on development projects for industry, institutions, and government.


WHY
DADDY
WENT TO
WAR

What are the children of the former Axis and of the "Arsenal of Democracy" learning about the causes of World War II? OVERVIEW's European correspondent, Omer Anderson, reports the situation in **GERMANY** Author-historian Norman Kogan, of the University of Connecticut, gives an insight into **ITALY** William O'Neill, wire-service correspondent, goes to the schools of **JAPAN** Textbook author Irwin Isenberg takes a critical look at history books used in **AMERICA**

GERMANY

AT THE END of World War II, the Allied military governments ordered the Germans to rewrite their history textbooks of the Nazi era. And Allied historians organized history book-writing projects for World War II.

But these noble endeavors suffered the fate common to most of the reform projects of the period. It was several years before the German educational system could be rehabilitated from the rubble and staffed (at least a third of the teachers were disqualified by denazification courts) and by the time the Allies were in a position to focus on history instruction, interest had turned in Western capitals from the reorientation of the Germans to their rearmament.

By tacit agreement, therefore, recent German history is presented according to a formula consisting of stark, non-controversial facts: the dates of Hitler's takeover of power and his march into Poland, the Normandy invasion, the German surrender, etc.—with no analysis and assessment of motives and events. Where it is necessary to comment on odious acts of the Nazis, these are presented as the work of supremely evil beings who, praise God, have now vanished.

In the second schools, the entire history of the Hitler era, including World War II, is covered in four class hours! Hitler is treated as a demagogue who exploited Germany's depressed economy and the frailties of the Weimar political organization in order to dupe the good German people and seize power. The German people failed to resist Hilter because they were hypnotized like a rabbit by a snake and, in any event, resistance was impossible because of the Gestapo.

Virtually nothing is said in German history books about concentration camps and extermination of the Jews. If the point is pressed, it was the Nazis—"something the German people learned only after the war." Of the Luftwaffe's wiping out of Coventry and Rotterdam and its wanton bombing of London and other cities, the explanation is: "That was war—something both sides did."

The German national attitude toward the Hitlerite era was explained by one of Germany's most eminent historians, Theodore Heuss, the first Federal President of West Germany and a widely-respected scholar and statesman. Early in his office, Heuss proclaimed the doctrine of "collective shame—not collective guilt." German educators pounced happily on the Heuss epigram as an avenue of escape from their dilemma.

Heuss maintained, "Our children must be taught pride in the great German achievements, pride in the great traits of German character. They must be taught shame at the evil in our history, most of all the history of the Nazi era. But our people—particularly our children—can not be made responsible for the ghastly barbarism of an evil band of degenerates."

Dr. Wilhelm Zech, director of education for the State of Hesse, put it baldly: "Any German is very sensitive about unrolling the past to his children, because, in one form or another, he personally is involved. The German mentality is such that merely to discuss the Nazi era in historical format is to acknowledge guilt."

This reporter visited a history class at the Otto Kuehne Gymnasium, in Bad Godesberg, as it took up the period between the two World Wars. The instructor, Fritz Rollbuehler, halved the normal four hours. He raced through the entire thirty-one years, 1914–1945, in two hours flat.

Rollbuehler, a lieutenant with Rommel in North Africa but no card-carrying Nazi, laughed heartily at the end, slapping his thigh in appreciation of his own sagacity: "We boil everything down to dates, places, and names—and let the politicians do the arguing. We're all friends now—who wants to rehash that Hitler mess?"

ITALY

WHAT THE present generation of young Italians is learning in the schools about recent Italian history can be approached from two angles: the number of students who are exposed to *any* history teaching; and the content of contemporary history courses.

Law requires eight years of compulsory and free education for all children, but statistics taken in 1957 showed that only 10 percent of the Italian population over six years of age had more than five years of schooling.

While the level of schooling is rising steadily, obviously few Italian youngsters have been exposed to much history of *any* period. Until last year, the history curriculum as decreed by the Ministry of Education ended at 1919 and any discussion of the Fascist period and the origins of World War II was up to the individual teacher. Some of the textbooks used at the secondary level did cover the post-1919 period but generally in only ten pages.

Minister of Education Bosco issued circulars last summer and fall to bring the teaching of history up to the present. He also instructed university faculties of liberal arts and education to institute courses in recent history so that secondary school teachers will be prepared to cover the post-1919 period.

The change was the result of long pressures from the leftist Socialist, Social Democratic, Communist, and Republican parties. The right wing Monarchists and Fascists tried, sub rosa, to obstruct the change. The dominant Christian Democrats did not openly oppose it, but had they really wanted the switch they could have made it years ago. The institution of the change by Bosco, a Christian Democrat, reflects a shift towards the left in the internal balance of forces within the dominant party.

Even under the new edict, many teachers who prefer not to teach recent history can easily use up the time before arriving at 1919. How the post-1919 period is taught will depend, in any event, on the political predispositions of each teacher. New textbooks are appearing, some with a monarchist, nationalist, or Fascist tone, some with an anti-Fascist tone. In the middle schools each teacher has the theoretical right to choose his text, though administrative pressures can infringe upon this right.

By a Presidential decree issued in 1958, a course on "civic education" was instituted in the middle schools to be taught at least two hours a month. It can be (and often is) taught in a purely superficial manner by merely outlining the structure of the government and the major clauses of the 1948 Constitution. But it can also be (and is) taught from an historical point of view, showing how the present Constitutional provisions and government structure grew out of the struggle against Fascism. Textbooks produced for this course also have differing points of view and the time and emphasis given to "civic education" again depend on the teacher.

JAPAN

WHEN U. S. OCCUPATION authorities undertook to reshape the government of Japan, they insisted that Japanese education stop glorifying militarism and teach instead how power-hungry jingoists had brought ruin upon their country. Japanse educators dutifully obeyed. Fifteen years later these precepts are still followed, but with twists that occupation authorities never foresaw.

From teaching that the people of Japan were duped by a military clique abetted by a few industrialists, the leftist-tinged Japan Teachers' Union draws the clear moral that Japanese youth must cling to neutralism as the only way to prevent history from repeating itself.

The substance of history as taught in high-school-level textbooks is this: Following World War I, smaller countries like Japan and Italy began to develop industrially as Germany rebuilt its industry. The Axis was formed when these smaller powers found their sources of raw material and markets blocked by the bigger powers—notably Britain and France—who controlled colonies and markets and wanted no further competition. Japan had obtained rights in Manchuria following her war with Russia. Winning that war, which had threatened Japan's independence, laid the groundwork for the militarists' claim to power. When Japan sought to exercise her rights in Manchuria, she encountered opposition from Western powers who had carved out spheres of influence there and resented the new competitor. Despite opposition, Japanese militarists were determined to press Japanese expansion in Manchuria, China, and Southeast Asia—following the imperialist example of the Western nations—and in this they intensified the dangerous international competition. Once the United States led in embargoing oil shipments to Japan, the militarists were convinced that the only move left to Japan was to attack Pearl Harbor.

The social studies courses, however, stress that war never is inevitable, and that the chain of events that led to it must be studied in order to see how war could have been averted had a middle ground been found.

At the college level, professors are much freer to teach from their own notes. Even in the high schools, the Ministry of Education acknowledges that teachers depart from the ministry-approved texts to give their own interpretation of the events leading to war. "We teach that the people in power in prewar Japan considered Japanese a superior race, and were able to implement this error in young minds," said Masahisa Mitsuse, chief of the education section, Japan Teachers' Union.

While the government seeks to save militarism from complete disgrace as part of its program of making Japan a stronger ally of the Free World, the teachers' union stresses the importance of neutralism—to which some teachers add socialism—as the only means of preventing revived militarism and nuclear destruction.

AMERICA

LAST OCTOBER THE New York City Board of Education sent a letter to a hundred textbook publishers asking for "substantial revisions" in world history texts to correct "serious deficiencies in textbook treatment of Nazi atrocities against minority groups." Miss Ethel Huggard, New York City's associate superintendent in charge of curriculum development, said her department had made a spot check of history texts and "found that some texts were giving only a sentence or two to Nazi brutalities. . . . They did not get into the real and horrible aspects of genocide. . . . We feel the textbook publishers could do a better job—give a degree of depth, so children will have some idea of reality."

Piling on top of recurrent charges that history texts are often bland, careful to avoid controversial issues, or merely warmed over versions of previous texts, it raises the question of just what students are reading about Nazi Germany, Fascist Italy, and imperial Japan.

To answer this, OVERVIEW commissioned its own study of a couple of dozen history texts, all of which, according to their publishers, enjoy wide use. Each text was scrutinized with the following questions in mind: What kind of a job does it do, given the age level it reaches, in presenting the era? Does it give a meaningfully vivid account of the character, scope, and weapons of the dictatorships? Above all, is the reader left with a sharply focused impression?

Those texts geared for college and advanced high school courses generally present a balanced, accurate picture. Though Nazi Germany receives primary attention, Mussolini's Italy gets adequate treatment in most cases. Japanese history from 1920 to 1945 is less detailed.

The Harper History of Civilization by Joseph Swain (Harper), for instance, devotes a chapter to "The Fascist States." It traces the rise of Mussolini, mentions the Fascist march on Rome in 1922, and recalls that Mussolini was tainted with complicity in the murder of a socialist leader in 1924. The text also explains the ideology of Mussolini's "corporate state," and mentions some of the positive achievements of the dictatorship (draining swamps, building public works). It also notes that "the press was carefully censored" and that "schoolteachers were expected to indoctrinate the pupils with the 'party line.'" Turning to Germany, the text recounts the rise of Hitler, pre-war anti-Semitism, and the terror of the Gestapo. Nazi racist doctrines are put forth in full and the Nazis are unequivocally declared guilty of monstrous crimes: "In 1943 and 1944 they butchered some six million Jews." Later the text deals with Japan. ". . . the weak-kneed bureaucrats who presided over successive ministries were not the men to stand up against resolute opponents (the militarists). Political assassination took one prime minister after another, with the general public hailing the assassins as heroes. . . ."

Another lucid account of the period is made in *Modern Europe* by Paul Beik and Laurence Lafore (Henry Holt). It critically examines Mussolini's state, then gives a clear picture of Nazi Germany. The text speaks of the abrupt ending of freedom of speech and the press when Nazi agents took over the state government, of bands of Nazis running wild in the streets, and of the pre-war mass exodus of Jews from Germany and Austria. "The core of Nazi Germany," it states, "was bloodthirsty violence." The authors demolish the argument that runs "Hitler may have done some evil, but he built the Autobahnen." They point out that German economic recovery was in large measure due to (1) the improving world economic situation, (2) covert German rearmament before 1935 and overt after, and (3) tight government controls characteristic of dictatorships.

Still another text offering an incisive account of the period is *Modern Europe in World Perspective* by Eugene Anderson (Rinehart and Company). It mentions, in addition to Nazi brutalities, Hitler's use of the scapegoat theory to smear everything he hated, from Communists to capitalists. This text is one of the few that uses quotes to draw a sharp picture of the nature of the dictatorships. "The Poles," Hitler is quoted as saying, "in direct contrast to our German workers, are especially born for hard labor . . . the Polish landlords must . . . be exterminated. . . ." And Gestapo Chief Himmler says "whether nations live in prosperity or starve to death interests me only in so far as we need slaves for our Kultur." This text is also one of the few which tells of the armies of slave laborers used by Germany throughout the war.

Contemporary America by Harvey Wish (Harper) offers sketchier treatment (the title explains why) than the texts mentioned above. This one merely states that "Hitler . . . quickly transformed the democratic Weimar Republic into a totalitarian instrument for world conquest." It gives no hint of the methods employed in this transformation, yet it briefly but effectively handles Nazi brutalities: "The most shocking civilian tragedy took place in Nazi-occupied countries where some six million men, women, and children, largely Jews, were put to death, starved, or tortured in German concentration camps. . ."

Many of the junior high and high school texts examined did not give as accurate or sharp an apprasial of the rise of the Axis powers.

A History of the United States by Alden and Magenis (American Book), for instance, makes no mention of the rise to power of the Japanese militarists, Mussolini, or Hitler. It says nothing of Hitler's racist theories or of his mass extermination campaigns. The worst it has to say of the Nazi leader is that he had "brutal ambitions," but it does not spell out what they were. The text mentions the "brutal attack on the Jews," but contains no indication that this brutal attack resulted in the death of six million people.

Our World History by C. E. Black (Ginn) is the only one of the texts examined that uses even a single picture

(*Continued on page 69*)

REACHING THE LOW-

With the wealth of material now being published on gifted children, it is particularly satisfying to present cogent ideas and methods of educating students on the other end of the ability scale. Authors HAROLD FULLER, *chairman of the social studies department at Thornridge High School in Dolton, Ill., and* JAMES DAVIS, *social studies teacher at Thornton Township High School in Harvey, Ill., describe this article as a "common sense approach to teaching low-performance students." Their superintendent is James D. Logsdon, president of the National Association of Secondary-School Principals.*

THE STUDENT who performs below average academically usually needs special help of a kind that is almost impossible for him to find by himself and which seems, at present, to be relatively scarce.

Although efforts should be made to prepare these students for effective participation in vocations on a level at which they could enjoy some degree of success and enjoyment, they should not be shunted into purely manual activities. Efforts should be made, rather, to broaden their fields of understanding, interest, and enjoyment. Subjects or material should be organized not with the idea of college preparation, for they will not get into college, but rather for use and enjoyment in life and to prepare them for further learning through mass communication or civic participation.

To accomplish this, teachers must gear their work with these youngsters to their particular characteristics and feelings. Here are some general observations about low performing students and the implications these have for the classroom teacher (in every case the thing that is demanded most is sympathetic teaching):

They come from low socio-economic levels. While these students are generally unable to meet academic standards, they often need firm guidance to develop more acceptable personal and social standards. Frequently, their home environment has not given them examples of self-discipline or habits that will help them meet social expectations. They have been forced into patterns of behavior that they do not understand and so they react negatively to rules and expectations. The philosophy of the teacher should be one of "live and let live." The students should be able to expect their teacher to tolerate their inability to conform to some standards so long as this tolerance does not interfere with the learning environment. Visits to the homes of low performers will help teachers to know the problems of these youngsters.

They usually have limited vocabularies and poor reading and writing skills. They need more opportunity than average students for practice of skills—not only reading, writing, and discussion, but also aspects of group action, such as parliamentary procedures and committee work.

They tend to feel inadequate in many things and are frustrated by the demands of school, family, and society. Teachers should evaluate the progress of these students and fit assignments and learning experiences to their abilities. Activities should be planned so that each student can experience success and not be constantly frustrated by too high expectations. Improvements and good work should be recognized and praised whenever possible. The teacher should try to create a relaxed classroom atmosphere to reassure these students. But permissiveness must be kept within bounds. Many low-performance students act out their hostility against an institution that seems to frustrate their desires. While the teacher must be friendly and approving of each individual, she must maintain class standards of dignity by limiting the number of exceptions to rules. The behavior of these students is governed more by personal feelings than by abstract adherance to ethical principles of conduct, so it is important that they feel the teacher's friendship even if they unwittingly cause problems in class.

They are impulsive. They are usually not much concerned about etiquette and think nothing of interrupting classmates or the teacher. Because some of these students also need a lot of attention they may talk impulsively,

without following usual classroom procedures. A conference room next to the classroom is a great advantage here. It provides a face-saving alternative to the student who cannot cope with a particular classroom situation. It also lets the teacher deal confidently with problems.

They are interest-motivated, not achievement-motivated. Teachers should always use concrete examples, not abstractions, in classroom discussions. If abstract generalizations are necessary, the teacher should lead up to them and, if possible, let the students formulate them. What they learn should be related as much as possible to *their* lives and *their* experiences. These students should have particularly wide access to audio-visual aids—not only films, tape recordings, radio, television, and bulletin boards, but also socio-drama and play acting.

Their attention spans are limited. Teachers should schedule at least two kinds of activities for each class period. These should be varied, not only by subject or content, but also by the skills the student is called on to use. Even so, they need time to switch from one activity to another. They may find it difficult to change from discussion to reading and back to discussion. One cannot expect instant compliance from them.

They forget easily, especially homework assignments which they dislike. Instruction should be simple and clear, sometimes only a step at a time. Written instructions are generally inadequate. It is best to start a homework assignment in class, not only to make sure the students understand it but so that they have a reminder of their assignment and the materials they need for it.

They need opportunities to release tensions. Periods of art expression, musical backgrounds, and relaxing exercises (as suggested by art, music, and physical education teachers) may help to release tension. Teachers can let students settle down a little at the beginning of each period by encouraging them to discuss any problems that are bothering them (thereby giving them a chance to talk out their problems so they won't need to act them out) or to tell of some accomplishment or observation. This helps them to relax and also gives them a chance to shine a little before their classmates.

Flexible Grouping

Homogeneous grouping of low performers may be justified on the basis of group dynamics, teacher-pupil relations, and individual needs, but it should be limited to those areas where the student is truly benefited.

Socially and emotionally maladjusted students of average ability should be shifted out of low performance groups as soon as their achievement justifies it. Personality clashes between pupil and teacher or pupil and other pupils that make it difficult for the student to learn should be sufficient reason for transfer to another group. Until an effective personality evaluation of pupils and teachers is developed and the phenomena of social dynamics made more predictable, grouping on the bases of verbal or other potential ability seems to be the only criteria. But it must always be tentative and flexible.

Special Grading

A critical problem with low-performers is fair and effective evaluation for grade reports. If such students are discouraged or demoralized, they are likely to become behavior problems or drop out of school. Teachers should set a standard of classwork, but at the same time not encourage these students to attempt levels of work impossible for them to achieve.

One solution is to have the teacher identify the students who have limited abilities (based on test results and other school records) and indicate on their report cards that they are not pursuing an academic course of study. Their performance should then be evaluated on the basis of accomplishment in relation to their abilities rather than on the basis of academic standards. The registrar's record should likewise indicate the non-academic character of their grades.

Such a grading procedure should not be used in college-preparatory courses, such as algebra and foreign languages. And it should be used cautiously to grade those courses leading directly to job placement, such as secretarial training or machine shop work.

After School—What?

These students should be helped to find part-time work. Those who have enough ability in a particular field should be admitted into the diversified occupations or distributive education programs. Conferences with school counselors and with juvenile officers, social case workers, and family counselors should be part of the school's guidance program to help these youngsters make the transition to post-school living. If they lack satisfactory home environments and need special supervision, they might be assigned to state or federal conservation camps.

Their future is not the brightest. We could make these general predictions of low-performance children:

1. They will continue to learn, but by means other than reading.
2. Many will not finish high school.
3. The girls face early marriage and relatively large families, with some possibility of factory or routine office or store work when not tied down to a family.
4. Boys look forward to military service and will become unskilled or semi-skilled workers.
5. They will usually not be leaders and will be particularly susceptible to mass appeals.
6. Most will remain in the lower socio-economic level.

Accepting the implications of the name and limitations of "low performers" is the school's first step in reaching these students. Each person involved—administrators, teachers, and the students themselves—must be realistic about their level of performance and accept the best that can be expected of them. ●

PERFORMER

WOOD MAKES A COMEBACK

by H. H. Waechter

WITH THE HELP of modern engineering methods and forest management, one of the oldest building materials is making a comeback. Until fairly recently, the use of wood as a structural material for non-residential buildings was eyed with skepticism. Builders feared (1) that heavy use of lumber might deplete the timber resources and (2) that commercial and institutional buildings constructed of wood were not as structurally sound or fire-safe as those of masonry.

Post-war Japan was a case in point. That country's tradition of beautiful wood architecture gave way to heavy concrete buildings (sometimes designed to look like their wooden antecedents) because wood was blamed for the fires and collapse that followed earthquakes. But the real reasons for those failures were out-dated methods of jointing, lack of application of modern engineering methods, congestion and overcrowding, and inadequate fire prevention—not the use of wood itself.

But American builders are now able to use lumber as a structural component and as a finishing material with great variety and success. Timber engineers have given us laminated components, diaphragms, box beams, and curved surfaces. And modern methods of forest manage-

Roger Sturtevant photo

ment have made lumber a controlled product which will be available indefinitely.

Timber engineering has made enormous strides in recent years. The split-ring connector, a metal ring joining two pieces of timber, was a revolutionary invention. The Lamella roof, consisting of a spider-web system of short pieces of lumber to span large areas, has led to spacious enclosures free of columns. There are new structural panels and diaphragms which consist of plywood glued to both sides of a solid lumber grid—the boxed plywood beam, for example. Another development has been glued lamination in the manufacture of beams and arches. Lamination and shaped plywood also offer us curved surfaces which make possible barrel-shaped vaults and hyperbolic paraboloid roofs. Boards made of compressed wood chips give us other new and often unexpected materials to work with. All of these developments give the designer new opportunities in the use of wood for school construction.

However, most building codes make it very difficult to use structural wood in fire zone number-one. Aside from

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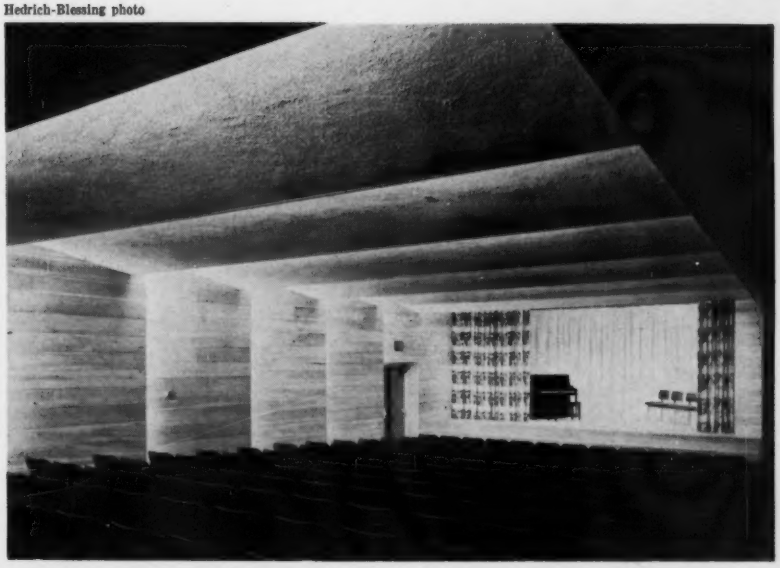
Mr. Waechter, architect of Creswell, Oregon, recently built an all-wood school in Noti, Ore., in the foothills of the Coast Range.

Left: Laminated wood arches span the auditorium of South San Francisco High School, San Francisco, Cal. Architect: Reid, Rockwell, Banwell & Tarics.

Roger Sturtevant photo

Wood paneling and shelving provide a quiet library atmosphere in San Lorenzo Valley High School, Felton, Cal. Architect: Reid, Rockwell, Banwell & Tarics.

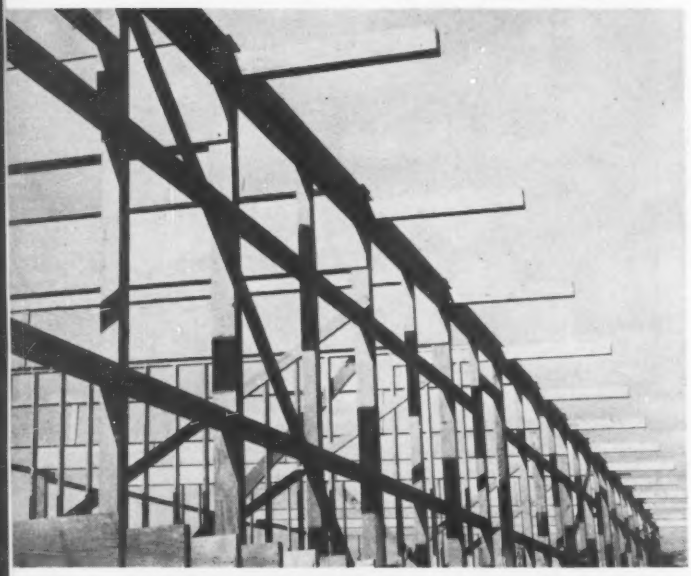
Hedrich-Blessing photo



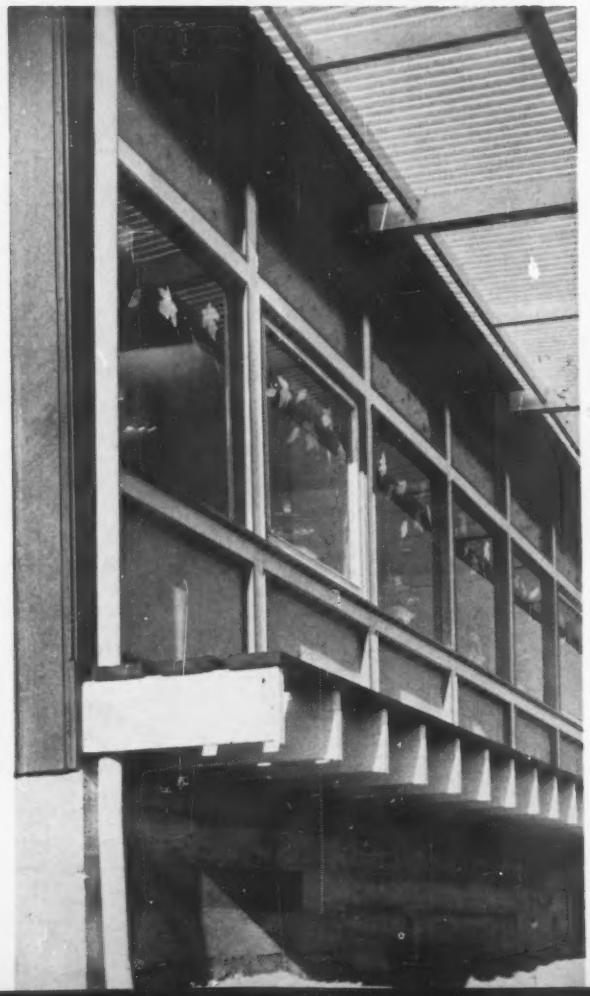
Wood-paneled baffle walls improve acoustics in auditorium of Ralph R. Smith School, Hyde Park, N.Y. Architect: Perkins & Will.

WOOD MAKES A COMEBACK

Boxed plywood beams frame the classroom building of the grade school at Noti, Ore. Architect: H. H. Waechter



Cole & Weber photo



the fact that this fire zone in a large city may be something quite different from the same kind of zone in a small town, there are other obstacles. If the building code prescribes "fireproof" construction, then structural wood is out of the question. Where one-hour fire rating construction is asked for, various methods may be employed—either all structural members have to be of heavy timber, which may be uneconomical, or all structural parts have to be covered with plaster or similar material of the proper rating. Such rating may prevent us from using the most economical framing method of post and beam, which spaces columns more or less four feet apart to make use of new fabricated panels.

Wood's major stigma is its combustibility. It has no fire rating, as such. Although a heavy timber beam or column would be safe for at least twenty to thirty minutes after the start of a fire, many codes allow low-cost school buildings to use open steel web joists which have a fire rating of only five minutes.

Recent developments in the chemical industry have made wood more acceptable to building officials. The pressure treatment of wood can make it incombustible, although the costs of treatment may make it prohibitive to school boards. Painting with fire retarding paints has been advocated, but the effect is limited; its main advantage is to reduce flame spread which, of course, should be considered as much as the matter of combustibility.

A major factor in fire safety is the design of circulation and location of exits. Students and teacher should be able to leave the classroom easily by way of two exits per room, one of which should lead directly to the outside.

All these considerations are much easier to deal with when the school is located in the suburbs or the country. Building codes are much less restrictive and land prices allow the buildings to be spaced far enough apart for safety.

Under a given set of circumstances the use of wood may offer the best solution at very moderate cost. Under other circumstances a less extensive use of wood may be indicated. Whatever the design problem, our native woods offer never-ending possibilities for the designer to create a good environment for our children. ●

Exterior of the Noti, Ore., grade school is finished with Western Red Cedar, stained dark brown. Each classroom has two exits leading directly to the outside.

Beamed ceiling and wood paneling combine with brick wainscotting in corridor of Clyde L. Lyon Elementary School, Glenview, Ill. Architect: Perkins & Will

Hedrich-Blessing photo

Roger Sturtevant photo

Henry Photographs photo

Hardwood strip flooring complements wood furniture in Philip Sheridan Elementary School, Kenmore, N.Y. Architect: F. J. & W. A. Kidd

Wood is used for flooring, paneling and roof beams in gymnasium of San Lorenzo Valley High School, Felton, Cal. Architect: Reid, Rockwell, Banwell & Tarics

Surplus Trash and Treasure

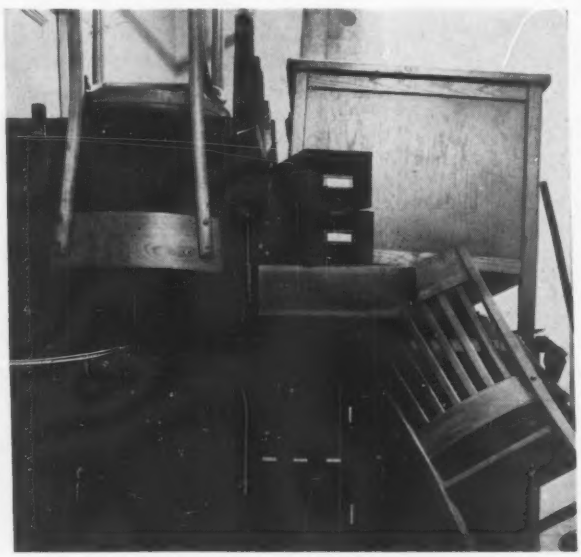
RESEARCH AND development move industry forward today at a breathtaking pace. Each new discovery or invention opens new horizons for science and industry to explore. But progress also means problems. One is: what to do with equipment and materials that have become obsolete?

American school systems face this problem despite overcrowded schools, high taxes, and austerity budgets. After years of dormant activity, manufacturers of school equipment and materials have over the past few years come to life. And they're flooding the market with a stunning variety of new products. With each new purchase, schoolmen are placed under greater pressure to discover how to use or get rid of still serviceable goods that have been replaced by new equipment.

What are some of these surplus goods? Where do they come from? What can be done with them?

The best way to find out is to make a thorough inspection tour of the corners, crannies, and storage spaces of your school. Be prepared to discover parts of the building you didn't know existed, to get blank looks when you ask why certain things are being saved, and to find many treasures as you wade through the trash.

It is usually an eye-opening trip. In my school I found building materials of every size and description: blackboards, tackboards, furniture, tools, machinery, books, magazines, small metal drums, old ladders, lighting fixtures, sinks, lockers, benches, etc., etc., *ad infinitum*. Especially interesting were the metal drums, left behind by the contractor when he put up the new wing. Rusted, empty, and about the size of beer cans, they were tucked away in the oddest places. I had them thrown out since they had no apparent salvage value.



How not to store surplus equipment. Instead, materials should be tagged, catalogued, and stored by type of item.

Don't hold back; invade the sanctity of spaces ranging from pin neatness to facsimiles of the Collyer brothers' living room. With a little luck you may find enough equipment to outfit a whole department for an entire school year.

Most of the materials you will find are products of the never ending process of modernization and alteration; others accrue from replacement with more modern equipment. Your inspection tour will lay a solid foundation for a disposal program, enabling you to work with first-hand facts rather than second-hand assumptions.

In deciding what to do with surplus material a definite procedure should be followed, such as this:

1. *A specific place should be set aside for storing materials.* The storage area should be readily accessible so materials can be transported in and out easily. Custodians will sigh with relief because their housekeeping tasks will be simplified and school personnel will quickly learn to send things there by routine.

2. *Materials that are obviously useful or have good resale value should be assiduously sought out.* Badly damaged items or obvious junk should get the heave-ho immediately. Before bulky things (piano, lockers, etc.) are transferred to storage, their re-use or re-sale value should be weighed carefully against storage costs.

3. *Materials should be tagged when they are stored, noting what each item is and where it came from.* Stored items should be catalogued to provide a permanent record of types and amounts of materials on hand. Items should be stored by type to ease handling, checking, and disposal.

One of the advantages of this procedure is that it can be geared to eliminate requests for old chairs, desks, tools, etc. from school employees. Persons making such requests should be told that the equipment is public property and cannot be given away. Once this is clearly understood and the procedure for central storage is firmly established, requests for surplus materials will diminish. You may even be praised for your care of school property by those

By James Theodores, director of plant at Scarsdale, New York, Public Schools.

whose requests were refused.

When you have inspected, selected, recorded, and stored your surplus material, you can proceed with its disposal as follows:

1. Send a master list of stored materials to each school principal so that he and his staff will know what materials are available. When an item is desired, the principal should send in a request for it explaining why it is needed. This avoids redistribution of unusable items from one area to another.

2. Check remaining items to set aside materials for which a specific use can be anticipated.

3. Dispose of left-over items at public sales held as often as necessary. These sales should be advertised through your PTA, notices to used-furniture dealers, and newspaper ads. Lists of available materials should include selling conditions such as: all items bought as is; purchaser responsible for pickup within a specified period; and right is reserved to reject any or all bids. Reserving the right to reject bids permits you to hold materials on which bids of less than fair market value were offered. It is wise to tag items with a minimum price to avoid absurd bids.

When a sale is over you can sit back happily and count up revenue while savoring an image of empty storage space. But before you do this, take a look at what is left and see what can be done with it. This is a good time to bring in your shop, art, and dramatics people for a final look to see if they can scrounge any more materials for their departments. Anything they leave goes to the dump.

These suggestions are a composite of some of the better methods culled from current practices in various school systems. They are intended only as general guides, not absolute panaceas to every disposal problem. And let me leave you with one last thought: every time you order new classroom furniture and equipment, and you've probably received a lot of it during the summer, you have old furniture and equipment to dispose of. This is a good time to set up a disposal procedure to be sure that you keep the treasure and get rid of the trash. •

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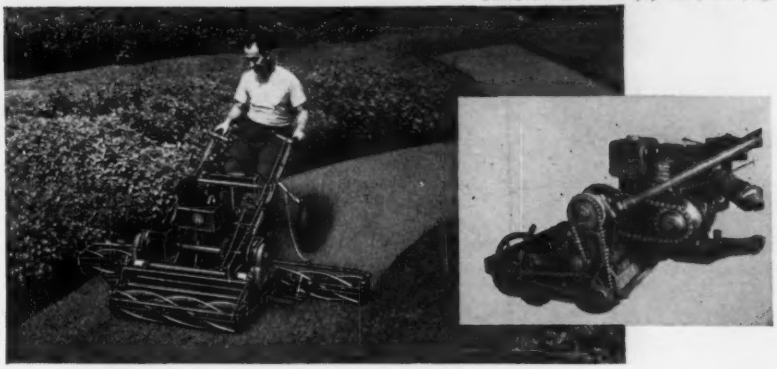

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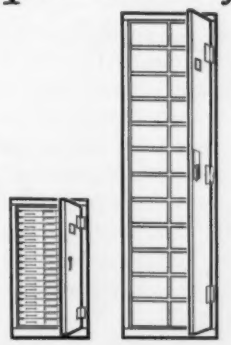

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Students by the Square Foot

SCHOOL PLANNERS seem to work under the assumption that the bigger the classroom, the better the instruction. Thus we have moved from the pre-war classroom average of seventeen square feet per pupil to the present minimum of thirty square feet per pupil. Cause for the increase has been the greater mobility of the class group; pupils no longer spend most of their day seated at desks screwed to the floor.

But spaciousness has become almost a fetish among designers. Instead of basing the necessary per-pupil area on research or demonstrable evidence, the guiding principle seems to be: whatever the existing area per pupil, it must serve as the springboard for increasing that area. The tail (facilities) is wagging the dog (instruction) and the taxpayers are footing a larger bill than might be necessary.

Every square foot of school building costs money in initial construction, in debt service charges on the bond issue, and in maintenance and operation. This is true for every square foot of space, whether it is used heavily or not at all.

Now, the most expensive space in a building (like the most expensive garment in one's closet) is that which is least used. Every dollar committed unnecessarily is money that cannot be used to improve instruction through better equipment and materials and higher teachers salaries. Thus, over-sized classrooms may indirectly impede rather than improve instruction. They may have a direct adverse effect, also.

One principal reported that an average teacher who had been assigned to a large classroom for years was transferred to a smaller room and almost immediately showed the signs of being a first-rate teacher. Another principal reported that the transfer of a class group to a smaller room had immediately eased a serious discipline problem the teacher had been having with the group.

If we refuse to accept thirty-square-feet-per-pupil as gospel, what is our criterion in determining the size of a classroom? We might look to other countries for a clue. General classrooms in elementary schools in the Netherlands, for example, measure 16.2 square feet per pupil; in Norway, Sweden, and Denmark, they are 21.5 square feet; and in Bremen, Germany, 27 square feet. Some of these are newly adopted regulations exceeding the space previously prescribed per pupil. But in none of these countries is this amount of space based on any kind of research.

The answer to this problem can only come out of research, which can be handled on an experimental, school-by-school basis. Certainly it does *not* lend itself to solution through discussion, committee action, or majority opinion.

Every school district could begin its own research by setting up comparative studies on the effectiveness of instruction of matched groups in different-sized classrooms. Information gained through such research can then provide defensible data on which to design classrooms.

The already heavy tax burden placed upon the economy requires that the people be assured that their school buildings are not wasting expensive space. As a public official, the school administrator is obliged to do all within his power to assure the people that the money to be spent on school construction is reasonable, defensible, and based on evidence of research. ●

By James A. van Zwoll, professor of school administration at the University of Maryland. He writes that teachers and principals in his school plant courses have done research on the problem of classroom size "with really astounding results which point up the need for thorough investigation in this area of plant planning." Because of the controversial nature of the topic, the editors invite reader reaction to Dr. van Zwoll's argument.

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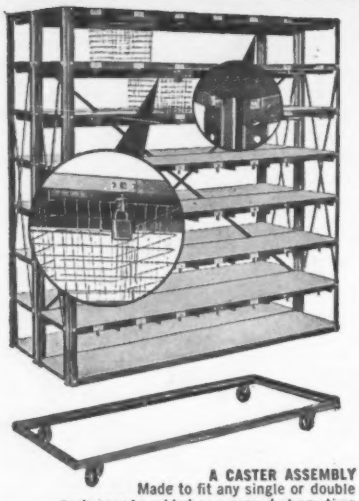

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Creative writing class in Ogden high school listens to a student's short story.

Creativity in the Classroom

The May through August issues of OVERVIEW *carried a series of articles by four prominent artists on education for creativity. Each of them held that the nation's cultural level could be raised if the schools themselves paid greater attention to the creative arts. Climaxing that series are the following case studies of creativity in the classroom: a high school creative writing class and three school music programs that are benefiting from the Ford Foundation's Young Composers Project.*

TWENTY YEARS ago, Ogden's creative writing program was the only one offered in Utah high schools. Now, eight high schools in the state have begun them and others are expected to follow suit. And the venture is being extended to the junior high schools; last year, three junior high teachers were assigned by our school board to observe the methods used in our high school writing classes.

The community has responded enthusiastically to our creative writing venture. The program has received favorable mention and recognition in the local press and radio: it has been given feature coverage in the *Ogden Standard,* and radio station KLO awarded me a special citation for my efforts in developing the program. Each year several students in the class receive scholarships to the University of Utah's summer writers conference.

To test the program from an academic point of view, we sent questionnaires on the value of high school creative writing classes to a dozen colleges. Most of the English professors responded with strong approval, agreeing in substance with this reply from a California professor: "Training in creative writing is certain to make students not only better writers but more perceptive readers."

Some of the work of our creative writing students has been published in *Senior Scholastic, Cavalcade, Inland, Young Voices,* and *Literary Harvest.* Their work has also appeared in Utah newspapers and been read over station KSL in Salt Lake City.

Several of our students have gone on to become professional writers. One is now an editor of a professional women's magazine; another edited the *Chicago Review* and is now working on his third novel; and a third has had fiction and poetry published in national magazines including the *Saturday Evening Post.* But the number of students who pursue writing professionally doesn't measure the real value of a creative writing program. Rather, I believe its true worth is the development of their writing skill and the flexing of their intellect and imagination.—WILSON THORNLEY, *teacher, Ogden, Utah, High School*

Elkhart's composer in residence rehearses the school symphony in his new work.

ELKHART, INDIANA has just completed its second year with the Ford Foundation's Young Composers Project and we rate it a total success. It has been a stimulating experience for our students to have the composer himself, William Thomson, on hand to rehearse his works (see photo above) and to conduct his compositions at their premier performance.

His compositions have been featured on each of our schools' five annual concerts and at festivals and special programs. They have included a secular cantata for choir and band, overture for band, multi-choir Christmas song, song setting for mixed chorus, variation for orchestra, folk songs for choir, setting for girls' voices and string orchestra, double choir anthem for a church dedication, and an anthem for baccalaureate.

The school administration, board, public, and press have all been enthusiastic about the program. The best proof of this is that we have been accepted by the project for a third year and the school system will pay half of the basic grant.

The real value of this project can never be measured. We feel that our students are having a unique experience. It has even spurrred some of them to write works of their own which they submitted to the composer for evaluation and suggestions. All of us have been thrilled at the idea of performing music that was composed in *our* town with *our* programs in mind. We hope that from this project will come not only a keener awareness by educators of the wealth of talent in our American composers, but a greater appreciation by our musical patrons of the worth of American music.—WILLIAM GOWDY, *chairman of music department, Elkhart, Ind., Schools*

RONALD LOPRESTI is the Ford Foundation composer in residence at Winfield, Kansas, Schools. A quiet, friendly young man, he writes good music and lots of it. He can and does compose and arrange anything from a jazz piece to a symphony. He writes with a nice flair and he doesn't write over our heads.

Our young players have been very pleasantly won over to contemporary music in performing the solo and ensemble works Mr. LoPresti has written for them. Many of our students have had little chance to pick up rudimentary harmony and theory and so they know much less about what makes music than what makes a good performance. This may sound enigmatic to a trained musician, but while they may have no idea about the harmonic structure of a Shostakovich prelude, they can play it very effectively.

The works that Mr. LoPresti has written for us include a Christmas work for chorus, brass, and timpani; a suite for five trumpets; a quartet for violins; unison songs for elementary chorus; a concerto for violin, clarinet, trumpet, and chamber orchestra (written specifically for three very musically talented seniors); and the music for *Kanza,* a Kansas Centennial Pageant scored for a 120-piece orchestra and band, elemen-

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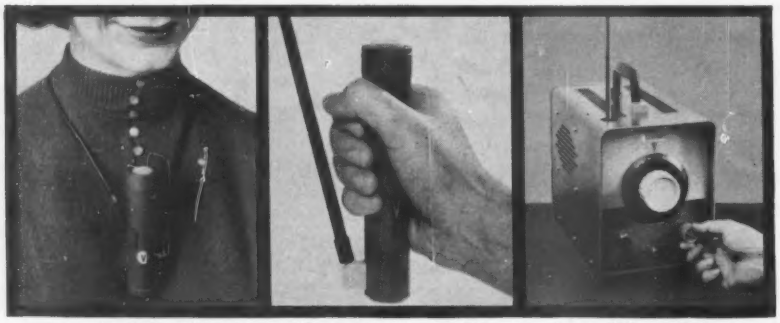

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tary chorus of 600, and high school chorus of 430.

The administration, board, and community have been enthusiastic about our composer in residence (the city band even commissioned a Fantasy of Christmas Carols last winter). The board has been able to arrange for his reappointment and will put up part of his salary this year.—HOWARD HALGEDAHL, *director of music, Winfield, Kans., Public Schools*

JOHN BARNES CHANCE, Greensboro's resident composer under the Ford project, is given a free hand to write what he wishes. All we ask is that he have new music ready for all of the concerts and choral festivals our school band, orchestra, and chorus give each year.

We have found that our students work very hard to prepare his compositions for performance. There is an element of pride that makes them put forth their best effort to learn the music written especially for them which they have the honor to premier. Also, our composer is particularly articulate in explaining to them the creative process of composition.

Our students have come to realize that creativity is a marketable commodity. They are impressed that a well-known foundation built on the profits of big business is now paying a man a good wage just to create music for them to perform. This has nurtured a respect for the arts which no amount of preaching could do.

Our resident composer program has been so successful that the administration and board have agreed to put up half the money to be matched by the Ford project this coming year. The community has responded to the project by giving the largest attendance in the history of our concerts, and the local newspaper has sent its music critic to all our concerts.

I cannot now imagine our music program without a composer as part of it. It seems to me that we need a program like this in all of the arts.—HERBERT HAZELMAN, *director of music, Greensboro, N. C., Public Schools* ●

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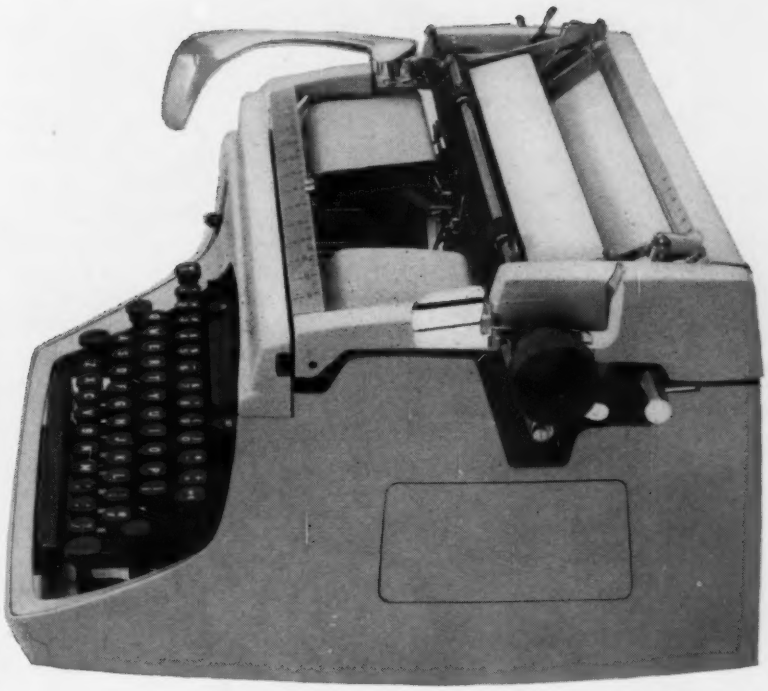

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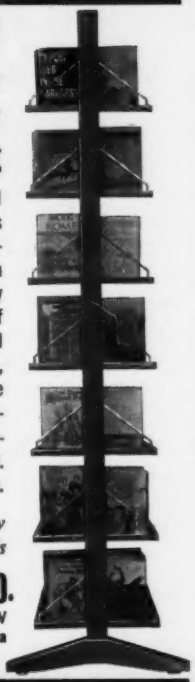

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Why Daddy Went to War

(continued from page 53)

of the horrors of concentration camps. But its caption reads: "Nazi cruelty seems unbelievable to people accustomed to strong democratic traditions. Yet it was horribly real to the *thousands* [italics added] of Nazi victims." The text also mentions that "thousands were herded into the concentration camps, where they suffered cruel torture and death in gas chambers." Saying that Nazi victims numbered in the thousands is rather a morose commentary on accurate scholarship. On still another occasion the text mentions that "many" Poles were sent to concentration camps or gas chambers. True, the five million Poles (including Jews) sent to the gas chambers or otherwise slaughtered are "many," but "many" is not quite the same as millions. Hitler himself is described as "an ardent German nationalist," a "spell-binding orator," and a man who "worked tirelessly to build up a strong party. . . ." Hardly a fully accurate description.

Our Country's History by David Muzzey (Ginn) presents a hasty, but clear, recapitulation of the crowded events of the 1930's. It notes that Hitler's *Mein Kampf* preached a "program of hate, bigotry, blind nationalism, violence, and terror." But nowhere is there any mention of some of the offsprings of this preaching—the persecution of minorities, the book burnings. Indeed, few of the texts mention such characteristic incidents as the book burnings.

History of a Free People by Bragdon and McCutchen (Macmillan) does give space to the German, Italian, and Japanese dictatorships. However, it all but ignores Hitler's persecution of minority groups. It speaks only vaguely of "mass extermination and concentration camps."

The American Adventure by Bertrand Wainger (McGraw-Hill) says merely that Hitler "shocked the American people by persecuting millions of people of his own country and of other countries." Nowhere is there a hint of what this persecution involved. For all the reader knows it might have been simply a

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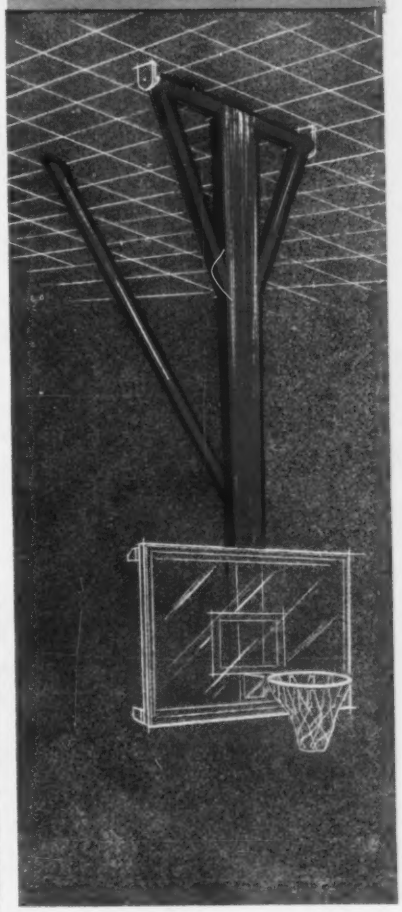

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Why Daddy . . . (continued)

mass harrassment campaign. This text does clearly distinguish between a dictatorship and a democracy. "Under a dictatorship the individual has no rights." And later, "democracy is based on the belief that the weak have equal rights with the strong." However, it makes no attempt to show how this worked in practice, particularly in Germany and Italy. In fact, it begins and ends its discussion of the Axis dictatorships in just two paragraphs.

Not all the texts for junior and senior high school use had these shortcomings. Several give concise and accurate descriptions of the totalitarian regimes of Germany, Italy, and Japan.

The Making of Modern America by Canfield and Wilder (Houghton Mifflin) has this to say of the Hitler era: "Freedom of speech disappeared, newspapers were muzzled, schools became centers of Nazi propaganda. . . . Claiming it was their intention to establish a pure Aryan race, the Nazis persecuted the Jews and spoke scornfully of the rights of people that did not belong to the 'master race.'" It also deals adequately with Mussolini and Japan.

Our World Through the Ages by Platt and Drummond (Prentice-Hall) is one of the few that singles out specific instances to make the story more meaningful. For example: "In Nazi Germany, aged Jews were compelled to scrub streets on their hands and knees while Brown Shirts stood over them with clubs. . . . By the end of World War II, six million Jews had lost their lives in Nazi held lands."

Man's Story by T. Walter Wallbank (Scott, Foresman), in its good account of the era, convincingly dispels of Hitler's master race theory: "The Nazis preached this nonsense about the Aryan super-race, although it was completely contrary to the best scientific knowledge."

A History of the World by Magenis and Appel (American Book Company) is distinguished for the coverage it gives the Nuremberg trials, "where the awful stories of torture and mass murder were recounted."

It also notes that trials were held for the Japanese war criminals.

Some of the texts are weak in their pictorial portrayal of the era. Only a minority reproduce the kind of thing that is really "worth a thousand words." *Our World History* and *Man's Story* are two. *Past to Present* by Zebel and Schwartz (Macmillan) conveys all the bombast and agressiveness of Mussolini in a single picture of Italian children parading past him. *Modern Europe* makes effective use of Peter Blume's painting, "The Eternal City," to give a vivid impression of Fascist Italy.

Some are so carefully non-committal that the readers may be left without an impression of any sort. *The New United States* by George Knoles (Henry Holt) has this to say: "Hitler's persecution of the Jews and other minorities shocked many Americans, but others belived it fully justified. . . . Mussolini's brutal and unprovoked attack on Ethiopia startled some, but others condoned Mussolini on the grounds that Ethiopia was uncivilized. . . . Few could really excuse Japan for its attack upon China, but China was big, she had digested other powers who had sought to conquer her in her long history. . . ." The author makes these statements to show why it "proved impossible to get widespread support in the United States for a united front against the new dictatorships." But his juxtapositions make it seem as though those who condoned Hitler and Mussolini were of about the same numerical strength as those who opposed them.

As Miss Huggard admitted in her letter last October, it is difficult to decide just how far the textbook publishers should go in recounting the evils of the German, Italian, and Japanese dictatorships. After all, many teachers supplement texts with appropriate visual material or other educational tools. Some publishers and editors even raise the argument that it really doesn't matter, because few classes in American or World History ever reach the World War II era before the school year ends. That may be true, but it hardly bears on the arguments for realism and balance. ●

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EXECUTIVE'S BOOKSHELF

MODERN PHYSICS BUILDINGS: Design and Function

By R. Ronald Palmer and William Maxwell Rice. New York: Reinhold Publishing Corporation. 324 pp. $13.50.

Less than a year before the Education Facilities Laboratories, Inc. was formed in 1958, Russia's launching of Sputnik I put the country in turmoil over our "failings" in science, especially in science education. It was almost inevitable, then, that one of EFL's first grants would be to underwrite an investigation of modern physics buildings, their design and function. Now the results of this extensive study, undertaken by the American Association of Physics Teachers and the American Institute of physics, are available in book form.

Palmer, the project director, and Rice, the project architect, took major responsibility in investigating science facilities and compiling this report which is complete and authoritative. They illustrate their main points with nicely-delineated plans and ample photographs. Whether you wish to evaluate your own university's physics building or high school's laboratories or are planning new areas, this volume will give you excellent guidance.—G. M.

THE TRANSFORMATION OF THE SCHOOL

By Lawrence A. Cremin. New York: Alfred A. Knopf. 387 pp. $5.50.

Education Professor Cremin may have squirmed a little under the high praise given him in Martin Mayer's book [see July *Bookshelf*]. But this history confirms the many who see in him a scholar-educationist of the first rank. It is a comprehensive, selective, illuminating study of the development of Progressive Education in this country in a broader cultural context than is usual in education histories.

There was an "unfinished" feeling at the end. This was traced to the fact that after 350 pages of well-footnoted history, Cremin used only three paragraphs to speculate on the current and probable future state of the more timeless tenets of progressivism. This was only proper modesty, we suppose, but the credentials spread so convincingly on every page gave him warrant to make a full chapter of interpretation and prediction.

Occasionally we had difficulty in keeping separate the three strands to his story: progressivism in politics and culture; progressivism in education; and the Progressive Education Association. But the skillful weaving of the three is what makes an enduring fabric of this history.

For the old-timers who can enjoy the clarity given to ideals and ideas that linger hazy but hallowed; to the younger group who wonder what all the shooting is about; and to the historians of American culture, politics, and education—to all of these we highly recommend this.

THE GOALS OF EDUCATION

By Frederick Mayer. Washington, D.C.: Public Affairs Press. 98 pp. $3.25.

I don't know Dr. Mayer, but he sounds like someone I'd like to know. Emery Stoops, in his introduction, calls him "one of the most influential and noted educational philosophers of our time." But in this book we meet a man who has walked companionably with a great company of thinkers of all ages, whetting his mind against theirs, and withal maintaining an informed optimism about man and his future.

It's hard to pick a favorite chap-

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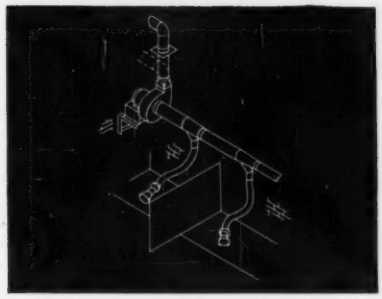

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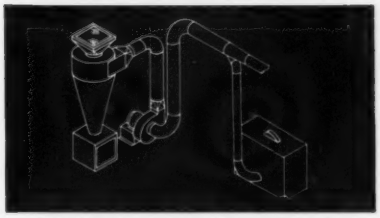

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ter, but "American Education Revisited" is my choice. "Despair and cynicism," he says, "are basic motives in the strong attacks on public education." But "our schools are based upon an optimistic view of man, that he is potentially a rational creature . . . that all are to be educated. . . . Our schools are part of our faith in equality."

Dr. Mayer's mind ranges broadly. He quotes aptly. But it is his humanity, his large-mindedness and warmheartedness that infuse this book. Don't look here for a concise listing of goals. Instead, read him for the joy and contagion of a warm, rich wisdom.

THE EXECUTIVE OVERSEAS

By John Fayerweather. Syracuse, N. Y.: Syracuse University Press. 195 pp. $4.

Cultural differences are deeper and more compelling than may appear to the educator or businessman working in a nation not his own. The understanding of them and the sensitivity to their manifestations in one's associates or subordinates in an overseas enterprise are crucial to carrying on the business. More importantly in the long run, America's opportunities to share in the solution of the economic, political, and social problems of less-favored sister nations will depend pretty closely on how well we promote a manual adaptation.

The title refers to both the American administrator abroad and his counterpart there.

CRUSADE AGAINST IGNORANCE: Thomas Jefferson on Education

Edited by Gordon C. Lee. Classics in Education No. 6. New York: Bureau of Publications, Teachers College, Columbia University. 167 pp. Paper, $1.50. Cloth, $2.50.

The opening chapter is an admiring study of Jefferson and of the relevance of his thinking to current educational problems. For this, and the skillful selection and organization of the material from Jefferson which makes up the bulk of this book, our hat is off to Editor Lee.

Every admirer of Jefferson and student of American education will

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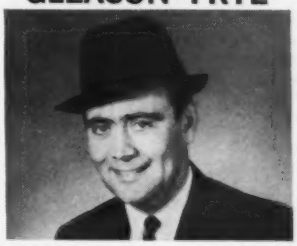

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be refreshed by this visit to the astonishing fountain of his wisdom, here gathered from his speeches and writings, both public and private.

THE EDUCATIONAL CHALLENGE: It Can Be Met

By Maurice J. Thomas. Pittsburgh, Pa.: Tri-State Area School Study Council, University of Pittsburgh. 102 pp. $1.50.

This is skillfully, even passionately, aimed at Pennsylvania's anachronistic system of state support and control of public education. Dr. Thomas' appraisals and proposals are of course especially cogent for that state, but equally useful in others where statutes, constitutional provisions, and political structure get badly in the way of adequate support and rational regulation of the state's educational system.

Thomas is at heart a pamphleteer, yet his vigor is thoroughly informed.

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VOLUNTARY STATEWIDE COORDINATION IN PUBLIC HIGHER EDUCATION

By M. M. Chambers. Ann Arbor, Mich.: The University of Michigan. 83 pp.

That compulsory statewide coordination of its higher education may be harmful and restrictive does not matter. It is coming. Mr. Chambers shows a better way, making a good case for the superiority of voluntary coordination. This is no "objective" survey, but it does present strong foundations for his thesis that cooperation and coordination can be most effective when not prescribed and enforced by state action.

THE NATIONAL INTEREST AND THE TEACHING OF ENGLISH—A Report on the Status of the Profession

By The Committee on National Interest. Champaign, Ill.: The National Council of Teachers of English, 508 South Sixth St.

Every school and college administrator needs to keep up with the proposals being vigorously developed by the subject-matter branches of the teaching profession. This report may come as a jolt to some.

It is thoughtful, compelling, and even alarming. By omission it seems to leave the development of skills in reading, speaking, and listening to other unspecified teachers. But what it does propose is supported by expert testimony and research.

If the NDEA seemed to ignore the important humanities, this association at least has taken up the challenge.

PHILOSOPHIES OF EDUCATION

Edited by Philip H. Phenix. New York: John Wiley & Sons, Inc. 137 pp. $1.90.

Serious philosophers—and probably some of the contributors to this book —will be disturbed by the presumption of the title. However, practicing educators will read with profit the over-compact sketches of the viewpoints on education held by some thirteen well-known educators and commentators on education—from Bestor to Hullfish, Brameld and Butts to Russell Kirk. Highly readable.

Annotated Bibliography and Index of the Curriculum Bulletins—No. 26

By Hugh B. Wood. Eugene, Ore.: School of Education, University of Oregon. Free.

If you don't know the Oregon Curriculum Bulletins (brief, each on a separate topic) this will make an excellent introduction with its listings and cross-listings of subjects covered.

Marking and Reporting Procedures in the Secondary Schools of Texas

By Udo H. Jansen. Austin, Texas: The Texas Study of Secondary Education, 217 Sutton Hall, The University of Texas. $1.

Strangers—Then Neighbors: From Pilgrims to Puerto Ricans

By Clarence Senior. New York: Anti-Defamation League of B'nai B'rith, Publications Dept., 515 Madison Avenue. 95¢.

On Recognizing the Human Species

By Harold Courlander. New York: Anti-Defamation League of B'nai B'rith, Publications Dept., 515 Madison Ave.

Educators Guide to Free Films—Twenty-first Annual Edition, 1961

Compiled and edited by Mary Foley Horkheimer & John W. Diffor. Educators Progress Service, Randolph, Wisconsin. 636 pp. $9.

Educator's Guide to Personalized Reading Instruction

By Walter B. Barbe. Englewood Cliffs, N. J.: Prentice-Hall, Inc. 241 pp. $4.95.

A Practical Guide to Individualized Reading

Board of Education, City of New York. Bureau of Educational Research, Publication No. 40.

Developing a Good School Library Program

Director of Publication, State Department of Public Instruction, Raleigh, N. C. 40 pp. 50¢; orders should be accompanied by check payable to State Treasurer.

Private Independent Schools—The 1961 Yearbook

Bunting and Lyon, Publishers; Wallingford, Conn. 1152 pp. $7.50.

Extending the School Year

By Gloria Cammarota, John A. Stoops, and Frank R. Johnson. Association for the Supervision and Curriculum Development—NEA, 1201 Sixteenth St., N.W., Washington 6, D. C.

The Role of American Higher Education in Relation to Developing Areas

Edited by Alison Griffith. American Council on Education, 1785 Massachusetts Ave., N.W., Washington, D. C. 70 pp. $2.

The Handbook of Private Schools, 1961

Porter Sargent, Publisher, Boston 8, Mass. 1280 pp. $10.

Prep Schools

By Al Laney. Garden City, N. Y.: Doubleday & Company, Inc. 128 pp. $5.95.

Television and the Teaching of English

By Neil Postman and Committee on the Study of Television of The National Council of Teachers of English. New York: Appleton-Century-Crofts, Inc. 138 pp. $1. •

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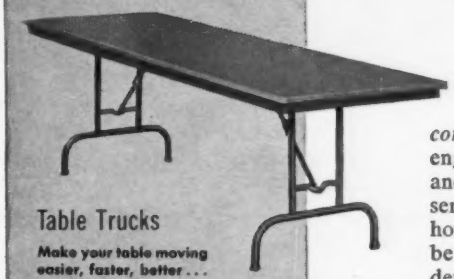

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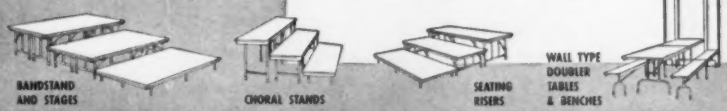

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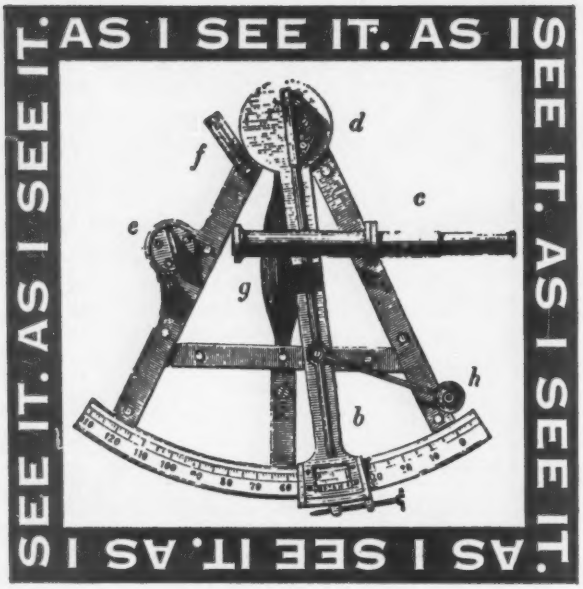


Partnership in Education

Walter D. Cocking comments on the current scene

AMERICAN PEOPLE are increasingly making clear their interest in and concern for education. They are forming judgments with respect to the relative responsibilities of local, state, and federal governments for administering and financing education. They are striving to weld opinion with respect to the meaning of the historical concept of "separation of church and state" when applied to education. Public opinion is forming and judgments are being made which will influence education for years to come.

As I see it, an important step forward can be taken (1) if we accept that education (as we have been told so often) is the most important force in American life; and (2) that all levels of government—local, state, and federal—have a major responsibility for education. It is with this latter proposition that we are concerned here.

Responsibilities may vary among the three levels of government; some may be of the same kind. I believe it is wise for the local level of government to bear the heavy load of implementing and operating the school program and adapting it to the unique needs of the community.

The state level of government has an obligation to see that there is adequate educational provision made within its boundaries. The state is concerned with adopting and applying standards of teacher competence throughout its jurisdiction. It also plays a statesmanship role in enacting legislation which will provide and safeguard the best possible educational opportunities for all of its citizens. It must also provide enlightened and inspiring leadership, stimulate research, and provide such services on a statewide level that will improve the educational climate throughout the state.

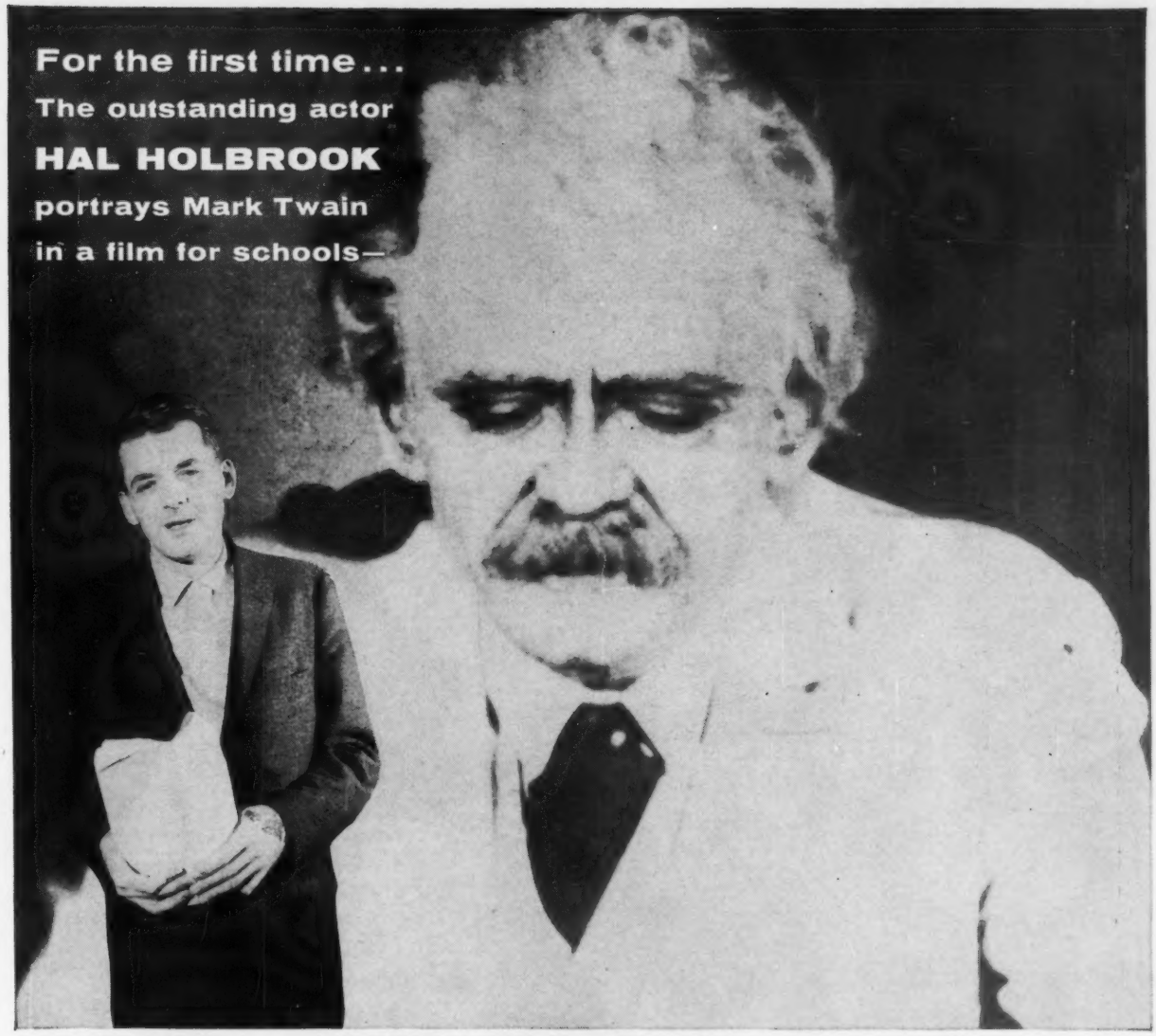
The Federal Government plays a leading role in determining national goals and purposes for education. This task, in my judgment, requires a National Board of Education of distinguished citizens, appointed by the President, to continuously review our national goals in the light of changing social and economic conditions, to bring to its aid the best human resources the nation has, to see that necessary research gets done, to provide a constant flow of information to the people so that they may be acquainted at all times with the national educational scene, and to sponsor legislation that is in the national interest. This National Board also should be charged with the appointment of the United States Commissioner of Education. He, in turn, should become the Executive Officer of the National Board.

A task common to all *three* levels of government is the financing of the educational enterprise. This should be a partnership undertaking.

In such a partnership, each level of government should participate in terms of its financial ability and through the taxing power it possesses. The local level, largely limited to taxing real and personal property, provides revenue for schools in terms of its financial ability. Likewise, the state, with its broader taxing power, taxes itself for the support of the educational program of the whole state. The Federal Government, in turn, uses its taxing power in accord with its financial ability on the national level to provide support for education throughout the nation. Thus the total financial support for one learner and all learners is the sum of local, state, and federal financial effort.

The key indicators to such a partnership concept are educational need, financial ability of each unit of government, and equalized effort both within each level and between all levels.

As every taxpayer is at one and the same time a citizen of all three levels of government, it is imperative that his individual financial *effort* be in the same ratio as that of all citizens. ●



"MARK TWAIN GIVES AN INTERVIEW"

Mark Twain—with all his mannerisms, wit, and humor—has been brought to life with startling reality in a new Coronet film featuring the master of Mark Twain characterization, Hal Holbrook.

Long before Mr. Holbrook's performance took the New York stage by storm, Coronet Films was concluding arrangements with him for an educational motion picture based on Twain's books and public utterances. For fullest authenticity, Mark Twain's words are taken from his writings, and Coronet arranged to photograph the film in Mark Twain's historic home—now a museum—in Hartford, Connecticut. Now available as *Mark Twain Gives an Interview*, it takes the form of replies to a series of questions asked by a narrator concerning Twain's views on his own life and writings and on such universally interesting topics as travel abroad, bad habits, honesty, and literature.

His answers are characteristically direct, pungent and witty, revealing his love for his life as a river pilot and how he became a silver miner, a gold miner, a newspaper reporter, a special correspondent abroad, and finally, "a scribbler of books and an immovable fixture among the other rocks of New England."

The performance re-creates Twain as he really was—warm, human, witty . . . capable of deep insight into the weaknesses and follies of people, but nonetheless understanding and sympathetic.

Every school—and especially teachers of American Literature—will prize this film for the insights it offers into the character of Mark Twain and for the authentic comments upon his own life and works. Students will consider it a rare privilege to see a favorite author mysteriously "come alive" through Holbrook's masterful characterization.

The film is available in a choice of either full color or black-and-white.

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As if stealing American airplanes wasn't bad enough, Fidel Castro has also created an educational headache for the U. S. Government. Since Castro took over the government in Cuba, refugees have been pouring into this country, particularly Miami. The Federal Government has been helping the Miami schools pay for the education of 4,800 of these refugee children at the rate of about $2 million a year.

But the Miami Catholic Diocese has had to bear the bill for 3,600 Cuban children attending parochial schools. Social Security Commissioner William L. Mitchell, who is responsible for the Cuban refugee program, agreed that this creates "a very serious financial burden for the diocese of Miami."

Mitchell explained to a Senate subcommittee on refugees that the question was discussed at length last January with HEW Secretary Ribicoff and Miami's Bishop Coleman Carroll.

"The same considerations were involved as in the national controversy over federal aid to parochial schools," Mitchell said. "On that basis, we concluded that it was not appropriate to extend aid to the parochial schools at this time."

Committee Chairman Philip A. Hart (D-Mich.), himself a Catholic, said he thought the government was doing the right thing "even though this may be a hard, compelling, and appealing case."

The Bond Market

School bonds were good sellers during the first three months of 1961, reports the Investment Bankers Association of America. Of the $2.12 billion worth of state and local government bonds sold during the first quarter, bonds for elementary and secondary schools accounted for $781 million. This was a record first quarter for school bond sales, up 33 percent over the first quarter of 1960. If bond sales continue at the present rate, the IBA predicts that new highs will be established in 1961. (See *Economic Scene*, p. 14.)

The New Accusers

A new wave of suspicion and distrust of persons in academic life—reminiscent of the early 1950's—threatens the quality of American education, maintains U. S. Commissioner of Education Sterling M. McMurrin.

Without mentioning the John Birch Society by name, the Commissioner cited a tendency on the part of "some groups and individuals" to accuse anyone with "liberal economic and political views of being a fellow-traveler and to say they are moving in the direction of the Communist camp."

"This tendency," McMurrin said, "is damaging to intellectual freedom and to the intellectual quality of our education."

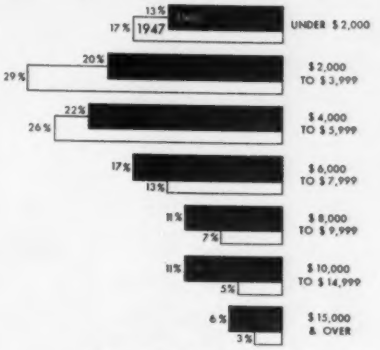
McMurrin's remarks followed a speech at the annual Harvard University Summer School Conference on Educational Administration in which he warned of "the ugly forces of suspicion and false representation that threaten civic trust and unity.

"There are new accusations of disloyalty and there is new talk of special oaths and tests of loyalty in education. This could be the beginning of a new moral confusion in the public mind that might well compromise the precious quality of our intellectual freedom. It must be resisted with great strength, for when that freedom is lost, all is lost."

Stressing the necessity for federal aid to education, the Commissioner emphasized that no one in the Federal Government favors federal control of education. He said that "we must protect the local foundation and control of our schools while at the same time . . . move the nation closer to the realization of the goals which are set for it by both its domestic and international affairs."

McMurrin also defended the USOE's pamphlet, *A Federal Education Agency for the Future* (see Aug. OVERVIEW p. 28): "The degree to which it and its authors have been misrepresented and the extent to which its plain purpose and meaning have been distorted by persons holding responsible public trust are appalling."

Snapshot of Family Income



Courtesy National Industrial Conference Board

In 1947, the gaps between family income levels were wide, particularly at the $6,000 mark. Today, these gaps have shrunk as more families have moved up the economic scale. One side effect for education: a less pronounced gap between socio-economic levels of student populations.

The Long View

School systems in New York State that want to find out how good they're doing will be able to ask their State Education Department to conduct an evaluation study. Under the new program a team of education specialists from the department will visit a

school district and, with local officials, appraise the adequacy and quality of the educational program.

In some cases the department team will be augmented by specialists from colleges and universities and from other school systems. The department expects to conduct only three or four reviews a year. At first, priority will be given to requests from large school systems.

Mother and Teacher

The historic encyclical by Pope John XXIII on modern social problems states that it should be taught as "regular systematic courses in Catholic schools of every kind. . . ."

The encyclical stated, "It is to be injected into the religious instruction programs of parishes and of associations of the lay apostolate. It should be spread by every modern means of expression, daily newspapers and periodicals, publications of both a scientific and a popular nature, radio, and television. . . .

"Christian education should be complete in extending itself to every kind of obligation, hence it should strive to implant and foster among the faithful an awareness of the obligation to carry on in a Christian manner their economic and social activities. . . ."

The encyclical, entitled *Mater et Magistra* (Mother and Teacher), is the third in a series of social letters issued during the last 70 years.

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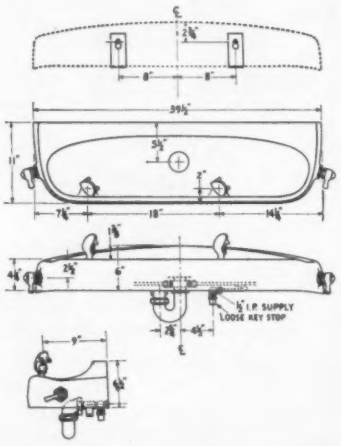

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After receiving identical bids from U. S. companies on 132 typewriters it wanted to buy, the Denver School Board tossed them out and asked the companies to sharpen their pencils and compete—with each other and with low-bidding foreign firms.

The American firms did. From a uniform price of $180 per typewriter submitted earlier, the American companies offered their machines from $107.82 to $165 each. Foreign bids ranged from $129.29 to $154. A U. S. firm got the order.

Science Weakness

High school science teachers generally teach established facts and doctrines and little more, says Dr. Howard Gruber of the University of Colorado. In a study of nine institutes providing in-service training, Gruber noted only 25 percent were "strong" in their concern for teaching about science *as a way of thinking*. The institutes have been conducted by the National Science Foundation on university and college campuses for the last five years.

A similar conclusion has prompted Columbia University's School of Engineering to offer this year an unusual course for thirty high school math and science teachers. They will study the use of math in analyzing physical and chemical problems.

"One of the crucial difficulties in educating the scientists and engineers we need," says Prof. Lawrence O'Neill, head of the new course, "is that so many students lack a feeling

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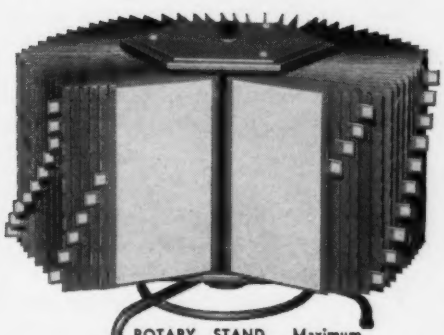
MAKES RECORD KEEPING AS EASY AS . . . 1 2 3

UNIT FOR WALL OR DESK. Maximum capacity of 30 twelve inch frames hold 4300 listings.

Three of the Shannovue stands, frames and cabinets that house STRIP RECORDS are shown here for handling such applications as: attendance, cafeteria, guidance, library, maintenance, property, report cards, finance, class schedules, student location.

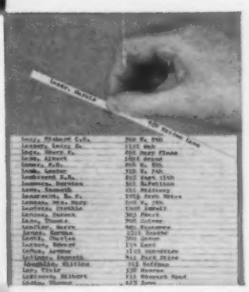
DESK INDEX. Maximum capacity of 10 six inch frames hold 780 listings.



ROTARY STAND. Maximum capacity of 264 twelve inch frames hold 38,000 listings.

Visoline, Thin Visoline, and Tube Strips come to you in easily handled sheets. Put a sheet into any typewriter: You're ready to make corrections or additions the fast, easy way! Ideal for indexing and listing.

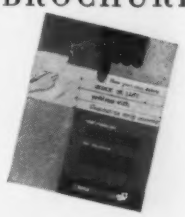
When you've typed the entry on a strip, you're ready to separate your new record from the remainder of the sheet. For Visoline and Thin Visoline: Simply pull the scored strip from the backing paper. Fast and neat. For Tube Strips: fold at the perforation and zip it from the remainder of the sheet.



Insert the new strip record in the frame. Springy Visoline and Thin Visoline strips bend while you insert the ends in the frame grooves, then they snap down smooth and flat.

SEND FOR THIS BROCHURE

Your inquiry will bring helpful material on how best to handle your record problems. Address:



Shannovue Dept.,
The H-O-N Co.,
Muscatine, Iowa.

NAME _____

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STREET _____

CITY _____ STATE _____

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what do you require in Program Clocks?

ACCURACY	SIMPLICITY	LOW MAINTENANCE
Programs set by turning clock hands; assures perfect synchronization. Push buttons for special signals.	Simple yet rugged construction. Compact gray steel case. Easy to install.	Simple and reliable for maintenance-free operation. Design proven by 25 years of dependable service.

Montgomery gives you all three!

MODEL A

More and more schools are replacing complex, high-maintenance systems with Montgomery Synchronous Program Clocks. Get all the facts — ask your school supply dealer or

Write today for literature!

MODEL M & L

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OWENSVILLE, INDIANA

• AUTOMATIC CALENDAR SWITCH REGULATES SIGNALS ON DAYS, NIGHTS AND WEEKENDS, PROVIDES ALTERNATE SCHEDULE OPERATION

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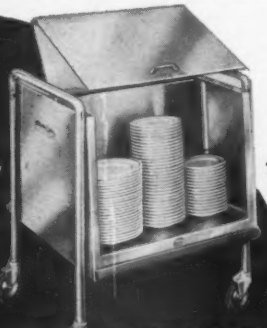
Caddy versatility



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There is a Caddy designed to do your job better. No rehandling — cuts labor cost! Durable, economical and attractive . . . Welded stainless steel and rounded interior corners

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CADDY-VEYOR with Nylon Belt

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THE Caddy LINE

CADDY CORPORATION OF AMERICA

SECAUCUS, NEW JERSEY

for the mathematical treatment of physical ideas and situations. Often they learn a good deal of mathematics and a good deal of science in high school, but more often than not they can only use the mathematics to solve problems made up just for the purpose of being solved by mathematics, and their science is often merely a collection of descriptions of things.

"The ability to set up and solve a problem from the physical universe in mathematical terms is a rare one, but it is the foundation of modern science. . . . Few teachers in our elementary and junior and senior high schools have the training in mathematics and science they would need if they are to cultivate this talent."

Draft Deferments

Students doing satisfactory work in college still have a pretty fair chance of being temporarily excused from military service. Despite President Kennedy's military buildup program, Selective Service officials say they expect no tightening up on draft deferments unless the calls get much heavier than indicated so far. They also indicated that deferments would continue to be extended to high school graduates headed for college.

College Aid

At least six major institutions of higher learning received more than 50 percent of their total operating budgets in the 1958–59 academic year from Federal Government research grants, according to J. Kenneth Little, director of the survey of federal programs in higher education.

These six, and a sampling of others, include California Institute of Technology, 83.6 percent; Massachusetts Institute of Technology, 78.2; Johns Hopkins, 67.2; University of Chicago, 61.2; Princeton, 55.5; University of California, 54.1.

Also, Columbia, 33.6; Cornell, 30.4; Michigan University, 21.9; Yale, 20.9; Tufts, 20.7; Duke, 20.1; Harvard, 19.4; Brown, 17.6; Univer-

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RIGHT COMBINATION for LOCKER SECURITY

Appearance, economy, dependability with built-in locks by National Lock

National Lock offers you the right combination of sound engineering features for years of dependable security. Masterkeyed and non-masterkeyed combination locks are convenient to use, too! Three-number dialing . . . simplified re-setting of combinations . . . complete system of locker control. Master charts for lock records are supplied FREE. Write on your letterhead for FREE sample lock, specifying built-in or shackle type.

NATIONAL LOCK

INDUSTRIAL HARDWARE DIVISION • NATIONAL LOCK COMPANY • ROCKFORD, ILLINOIS

COMBINATION SHACKLE LOCKS • BUILT-IN LOCKS • LABORATORY LOCKS

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FOR BETTER SCHOOLS

MUSSON

SAFETY DESIGNED

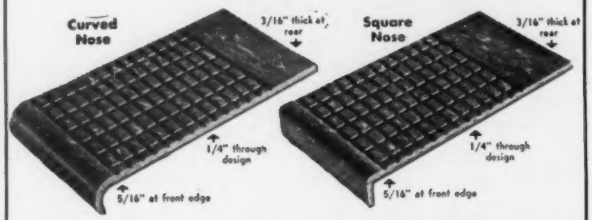
RUBBER

MATS AND TREADS

Specify safety and quality. Get facts about our heavy-duty rubber treads and new Vinyl treads. Let us quote on entrance mats.

MUSSON'S POPULAR NO. 500 STAIR TREAD

For hospitals, schools, churches, theaters, offices, factories, institutions. DESIGNED FOR SAFETY, BEAUTY, DURABILITY. These heavy-duty molded treads are popular. Musson makes the toughest heaviest gauge and weight. Easy to clean. Try them.



These neat, modern treads have rectangular pattern with smooth rear border. They are 12½" deep, in widths of 24", 30", 36", 42", 48", 54", 61", 72". Colors: plain black or marbleized red, gray, green, mahogany, beige, walnut, black. Landing tile to match.

MUSSON PERFORATED ENTRANCE MATS have been designed for spike heel safety, easy cleaning. Pebble base allows drainage. Sizes to 6' x 16'6" in one piece.

Write for catalog, samples and prices.

THE R. C. MUSSON RUBBER CO.

1314 E. Archwood Ave. **Akron 6, Ohio**

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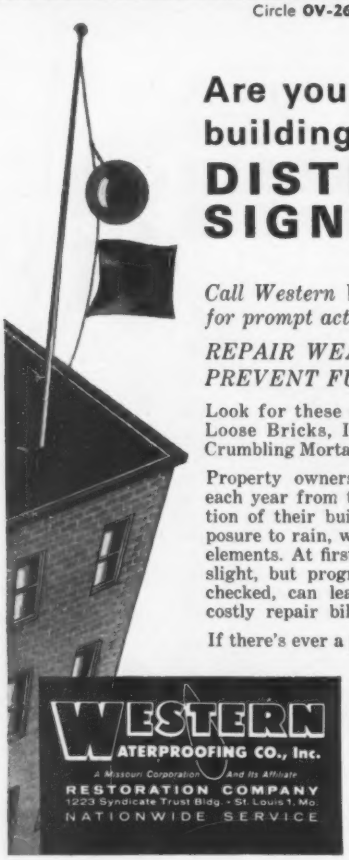

Are your buildings flying DISTRESS SIGNALS?

Call Western Waterproofing for prompt action to

REPAIR WEATHER DAMAGE
PREVENT FUTURE TROUBLE

Look for these signs of weather decay: Loose Bricks, Interior Wall Dampness, Crumbling Mortar, Disintegrating Concrete.

Property owners lose millions of dollars each year from the slow, steady deterioration of their buildings under constant exposure to rain, wind, snow, frost and other elements. At first, weather damage may be slight, but progresses rapidly, and if not checked, can lead to serious trouble and costly repair bills.

If there's ever a place to exercise an "ounce of prevention", it's in the care of your buildings. Call Western Waterproofing in St. Louis for expert, professional

- **Tuckpointing**
- **Concrete Restoration**
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A Missouri Corporation And Its Affiliate
RESTORATION COMPANY
1223 Syndicate Trust Bldg. - St. Louis 1, Mo.
NATIONWIDE SERVICE

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1 – WASH AND TREAT FLOORS IN ONE OPERATION

H. D. FUNGICIDE — dilutes in water ½ cup to pail for mopping on shower & locker room floors — wherever barefoot walking is necessary. Quick — easy to use. Mint aroma checks perspiration odors. Residual film remains effective. Available 5 gal. — 30 gal. — 55 gal. containers.

2 – SELF-MEDICATION

ALTA-CO FOOT POWDER — a therapeutic and prophylactic powder that kills causative fungi on contact. Affords immediate relief. Available in sprinkler cans and in bulk 4 lb. cans.

Wall placards available free to use with program

Write for your free copy of ATHLETE'S FOOT BOOKLET to The C. B. Dolge Company, Westport, Connecticut

dependable **DOLGE** WESTPORT, CONNECTICUT

sity of Kentucky, 16.3; University of Illinois, 15.6; University of Maryland, 15.

Federal research grants have increased 35 percent from 1958 to 1960, Little said.

Health Plan

All elementary and secondary teachers and administrators should be required to take a special college course dealing with school health problems, says the American Medical Association and NEA's joint committee on health problems in education.

The committee also recommended:

- Schools should establish reasonable athletic programs for girls.
- Health educators, especially in grades 7–10, should emphasize careers in the health services.
- The AMA's Council on Foods and Nutrition should revise its statements on the sale of soda pop and candy to discourage their inclusion in school lunch programs.
- Seat belts should be installed on all cars used for student driver training; students should be instructed on the need for, and use of, seat belts.
- Physicians, parents, and educators should cooperate to discourage children from smoking.

Church and State

The public and parochial high schools in Ottawa, Ohio, will merge this month. The result will be known as Ottawa High School, but most classes for the 304 prospective students will be held in the building of SS. Peter and Paul's High School, to be leased by the village's board of education. Classes in industrial arts and physical education will be conducted in the old Ottawa High School building.

The merger developed after the State Department of Education found that the public high school's small number of students and limited curriculum did not measure up to state standards for a first-class rating. Ottawa, with only 3,000 persons, is not large enough for two high schools.

Collins Stackhouse, Putnam County

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Here's the new "compact", lightweight, low-priced floor maintenance machine designed, built and equipped to squarely meet modern need for both scrubbing and polishing small area floor surfaces.

This new Super Service Port-Able 13SP scrubs, cleans, polishes — does everything any big floor machine can do. It brings to small area duty the efficiency of the big machine at a fraction of big machine price. Anybody can use it — easily carried up and down stairs. It is so handy, easy to use, and economical of labor that many are replacing big machines with this compact unit for multiple small and congested large areas. Now available from your local Super distributor. See it. Try it.

Solution will not spill from tank under any conditions of use or storage. Tank is completely non-corrosive!

WRITE FOR DETAILED AND SPECIFICATION DATA. ASK YOUR LOCAL SUPER DISTRIBUTOR.

- It shampoos rugs, carpets, scrubs and polishes floors
- Lightweight, practically indestructible solution tank made of high impact Royalite
- Complete 13" brush equipment with standard aluminum drive plates
- Self-lubricated—no grease leaks
- Power-Grip Nylon drive—no slipping, stretching belt drive, no metal-to-metal gears
- Fully adjustable handle provides operator comfort
- Light, easily handled and carried about
- Quiet — use it at all times of day or night

Please send catalog and data on the new Super Service Port-Able 13SP.

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SALES AND SERVICE in Principal Cities

SUPER® SUCTION POWER SUCTION CLEANERS / SUPER® SERVICE FLOOR MAINTENANCE MACHINES

SINCE 1911 · THE DRAFT HORSE OF POWER CLEANING MACHINES

THE NATIONAL SUPER SERVICE COMPANY 1947 N. 13th St., Toledo 2, Ohio

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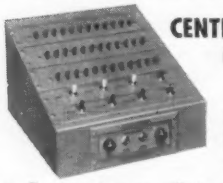
LANGUAGE TEACHERS!

Here is a Central Control Console
You can Master in Minutes...

SWITCHCRAFT Language Laboratory Components

Unparalleled simplicity, versatility and quality at the lowest cost.

Now your school can afford Switchcraft Language Laboratory Components consisting of:



CENTRAL CONTROL CONSOLE

Series 685
Compact desk unit provides control from 12 to 36 students.

- Instructor can listen to any position undetected by student.
- Instructor hears Master Tape and Students' Response.
- Instructor can talk to entire class or inter-communicate with any student or conference of four students.
- A tape recorder can be connected to Console to record work from any student position.
- Up to three lesson sources plus instructors microphone can be distributed to any section of the class.
- Tape transports, record players, radios and sound projectors can be distributed through Console to class.
- Console can be used with your present tape recorder or other sound sources.

TRANSISTORIZED STUDENT AMPLIFIERS Models 680 and R-680

- Transistors used for long life, low power consumption.
- Microphone and lesson inputs with individual volume controls.
- Rugged construction.
- Simple plug-in connections.
- Portable or permanent mounting.

OUTSTANDING QUALITY

All components, Central Control Console, Student Amplifiers, Power Supply and Junction Boxes have been designed and manufactured for reliability and trouble-free performance.

EXPAND EASILY

Switchcraft's Component "Building Block" method allows you to expand the functions of your Language Laboratory without expensive obsolescence of present equipment.

The Switchcraft Language Laboratory Specialist in your area is qualified to assist you in planning your Language Laboratory. Look into the quality and savings offered to you through Switchcraft Components.... Write today for more detailed information. Request a copy of "Glossary of Language Laboratory Terms"—another service to you from Switchcraft.

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Roundup (continued)

Superintendent of Schools, suggested a merger to community leaders and to Bishop George G. Rehring of the Toledo Roman Catholic Diocese.

The Bishop gave his approval of the merger "for the good of the community and for the educational future of the students."

Teachers in the old public high school will have jobs in the new one. Contracts are being offered to the lay teachers at the parochial high school.

The new high school will be under the jurisdiction of the Board of Education and the county superintendent.

Government aid for church-controlled elementary and secondary schools is an issue in Australia, too. A recent decision of the New South Wales Country Party's annual conference to recommend interest-free state loans to denominational schools has aroused the opposition of Protestant church leaders in that state. The New South Wales Council of Churches has been campaigning throughout the state against any state aid to church-run schools.

The decision of the Country Party conference followed an almost identical decision made two years ago by the annual conference of the Liberal Party. Nothing came of the Liberals' decision since these party conference resolutions are not binding on party members in the State Legislature.

Turnabout

The University of Tennessee, like hundreds of other colleges and universities, annually hands out athletic scholarships to 100 or so brawny but not necessarily brainy high school graduates. Gen. R. R. Neyland, UT athletic director, announced that his department, after years of box-office success, plans to give $1,000 scholarships to fifteen brainy but not necessarily brawny Tennessee boys.

"We think we can start doing this by 1962," Neyland said. "By then we will be using the double-deck stands. That means more revenue for us and we will be in a position to help students who have no connection with athletics at all."

Soviets Announce Educational Goals

The following is taken from the text of the draft program of the Soviet Communist Party, to be presented to its 22nd Congress in October. This section on public education appears in Part Two, which is titled *The Tasks of the Communist Party of the Soviet Union in Building a Communist Society.* The last section published here—Labor Education—is treated as a separate topic within the draft and is not of the section on public education.

OVERVIEW is publishing this material as a service for researchers and students in the fields of Soviet and comparative education. The editors also feel that most American educators want to keep informed about the Soviet educational system. OVERVIEW readers who wish to examine the complete 183-page draft program will find it on pages 13–20 of the August 1, 1961, edition of *The New York Times.*

Public Education

The transistion to communism implies training that will make people Communist-minded and highly cultured, thus fitting them for both physical and mental labor, for active work in various social, governmental, scientific, and cultural spheres.

The system of public education is so organized as to insure that the instruction and education of the rising generation are closely bound up with life and productive labor, and that the adult population can combine work in the sphere of production with further training and education in keeping with their vocations and the requirements of society. Public education along these lines will make for the molding of harmoniously developed members of Communist society and for the solution of a cardinal social problem, namely, the elimination of substantial distinctions between mental and physical labor.

The main tasks in the field of instruction and education are:

A. THE INTRODUCTION OF UNIVERSAL COMPULSORY SECONDARY EDUCATION.

In the next decade compulsory secondary general and polytechnical eleven-year education is to be introduced for all children of school age, and education of eight classes for young people engaged in the national economy who have not had the appropriate schooling. In the subsequent decade everyone is to receive a complete secondary education. Universal secondary education is guaranteed by the development of general and polytechnical education along with the participation of school children in socially useful labor to the extent of their physical capacity, as well as by a considerable expansion of the network of evening schools, which provide a secondary education in off-work hours.

Secondary education must furnish a solid knowledge of the fundamentals of the basic sciences, an understanding of the principles of the Communist world outlook, and a labor and polytechnical training in accordance with the rising level of science and engineering, with due regard to the needs of society and to the abilities and inclinations of the students, as well as the moral, esthetic, and physical education of a healthy rising generation.

In view of the rapid progress of science and engineering, the system of industrial and vocational training should be improved continuously, so that the production skills of those engaged in production may go hand in hand with their better general education in the social and natural sciences and with the acquisition of specialized knowledge of engineering, agronomy, medicine, and other fields.

B. THE PUBLIC UPBRINGING OF CHILDREN OF PRE-SCHOOL AND SCHOOL AGE.

The Communist system of public education is based on the public upbringing of children. The educational influence which the family exerts on children must be brought into ever greater harmony with their public upbringing.

The growing number of pre-school institutions and boarding schools of different types will fully meet the requirements of all working people who wish to give their children of pre-school and school age a public upbringing.

The importance of the school, which is to cultivate love of labor and of knowledge in children and to raise the younger generation in the spirit of Communist consciousness and morality, will increase. An honorable and responsible role in this respect falls to teachers.

C. THE CREATION OF CONDITIONS FOR HIGH-STANDARD INSTRUCTION AND EDUCATION OF THE RISING GENERATION.

The Party plans to carry out an extensive program for the construction of schools and cultural-education establishments to meet fully the needs of education and instruction. All schools will be housed in good buildings and will go over to a one-shift timetable. They will all have study workshops and chemical, physical, and other laboratories; rural schools will also have their own farming plots; large factories will have production training shops for school children. The largest facilities—cinema, radio, and television—will be widely used in schools.

For physical training and esthetic education, all schools and extra-scholastic establishments will have gymnasiums, sports grounds, and facilities for the creative endeavor of children in music, painting, sculpture, etc. The network of sports schools, sports grounds, tourist camps, skiing centers, aquatic stations, swimming pools, and other sports facilities will be expanded in town and countryside.

D. HIGHER AND SECONDARY SPECIALIZED EDUCATION.

In step with scientific and technical progress, higher and secondary specialized education, which must train highly skilled specialists with a broad theoretical and political background, will be expanded.

Shorter working hours and a considerable improvement in the standard of living of the entire population will provide everyone with an opportunity to receive a higher or secondary specialized education if he so desires. The number of higher and secondary specialized schools, evening and correspondence schools in particular, as well as higher schools at factories, agricultural institutes on large state farms, people's universities, studios, conservatories, etc., must be increased in all areas of the country, with support from the factories and from the trade unions and other social organizations. The plan is to considerably increase every year the number of students at higher and secondary specialized schools. Specialized education will be afforded to tens of millions of people.

Labor Education

The Party sees the development of a Communist attitude to labor in all members of society as its chief educational task. Labor for the benefit of society is the sacred duty of all. Any labor for society, whether physical or mental, is honorable and commands respect. Exemplary labor and outstanding management in the social economy should serve to educate all working people.

Everything required for life and human progress is created by labor. Hence everyone must take part in creating the means which are indispensable for his life and work and for the welfare of society. Anyone who received any benefits from society without doing his share of work would be a parasite living at the expense of others.

It is impossible for a man in Communist society not to work, for neither his social consciousness nor public opinion would permit it. Work according to one's ability will become a habit, a prime necessity of life, for every member of society. ●

PLANT NEWS

Touches of Quality

Handsome interior detailing in the library (above) of the Storm King School, Cornwall-on-Hudson, New York, explains why this area is the central study room of the school. The chimney and fireplace separate active from less active spaces and help to produce an atmosphere of quiet informality. The library is one of three new buildings at the school, a four-year college preparatory school for boys, founded almost a hundred years ago.

Each of the library, science, and classroom (below right) units has wide, sweeping white roofs and deep overhangs to give a sheltered look to the buildings, exposed as they are on a high and windy site. Associated architects Raymond A. Ruge and Ballard, Todd and Snibbe, designed generous use of glass and local rubble stone masonry. Buildings have individual gas-fired boilers with floor panel hot-air heating in the library and classroom units. Construction of all three structures totaled $600,000. Their design was cited by the 1961 AASA Architectural Jury for "unique touches of quality." ●

George Cserna photos

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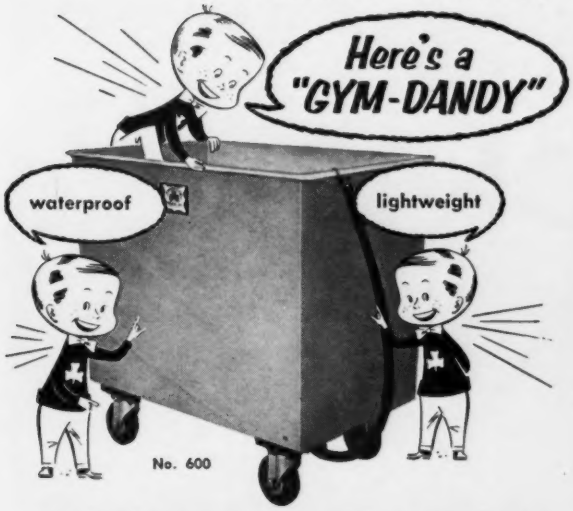

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SERVICE TRUCK

Sturdy, rigid *Poly-Glass* Truck takes severest abuse in your gym, gives years of wear. Ideal to hold soiled, wet towels and uniforms, has big capacity. Waterproof, won't snag; smooth walls inside and out. No rivets, nothing to rust. Easily washable, sanitary. Lightweight, rolls on rubber casters. Dove grey inside and out. No. 600 style shown above can be furnished without hose. Sold through Shamrock jobbers everywhere.

Sizes: 36" x 24" x 25" deep, 36" x 26" x 27½" deep, 40" x 28" x 30" deep, 48" x 24" x 25" deep.

WRITE FOR LITERATURE AND PRICES

MEESE, INC., MADISON, INDIANA

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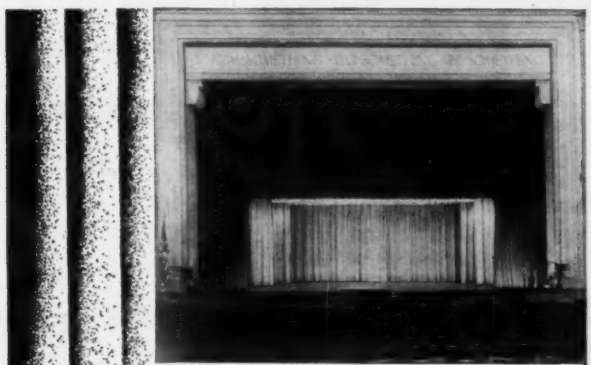

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VERSATILE, ECONOMICAL, DRAMATIC

Consult Pittsburgh

Let us design a modern, dramatic stage setting that can be quickly and easily adapted to your every need.

CURTAINS
DRAPERIES
FLATS
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TRACK • LIGHTS
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Our Curved Cyclorama Track converts your stage to any size area you need — or clears the stage for use as a gymnasium.

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Pittsburgh Stage, Inc. **Dept. O-9**
Pittsburgh 14, Penna.

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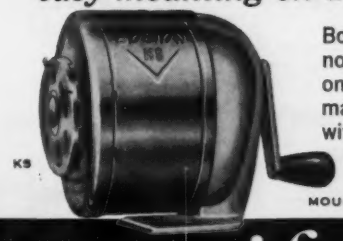
easy mounting on any surface



Boston sharpeners now can be mounted on wood, glass, masonry or steel without drilling holes.

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PENCIL SHARPENERS

guaranteed quality

The strong all-metal construction of Boston Pencil Sharpeners makes them last . . . Bases are guaranteed against breakage . . . There is a model for every need, and one mounting kit fits all models.

Send for catalog and price list.

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GOUGLER

RED DOT • KEYLESS PADLOCKS • THAT CLICK

BETTER REASONS TO BUY
No need to read numbers

FASTER, SAFER EASIER TO OPERATE
Just count the clicks!

LESS MECHANICAL FAILURES
Fewer wearing parts
Can operate in darkness

LONG LASTING QUALITY
Sturdy, non-corrosive
Liked by Students.

GREATER SECURITY BETTER MASTER CONTROL
Every lock is registered

GUARANTEED TWO YEARS
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MASTER KEY LOCK
Unique key cannot be duplicated by key machines. The 2 to 1 choice for security control.

BUY GOUGLER NOW! TWO YEARS TO PAY!
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Write on letterhead for Free Sample, prices and "no-interest" Credit plan.

GOUGLER KEYLESS LOCK CO.
711 Lake St. Kent, Ohio

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FOR THE **INVARIABLE** BEST

ALWAYS SPECIFY

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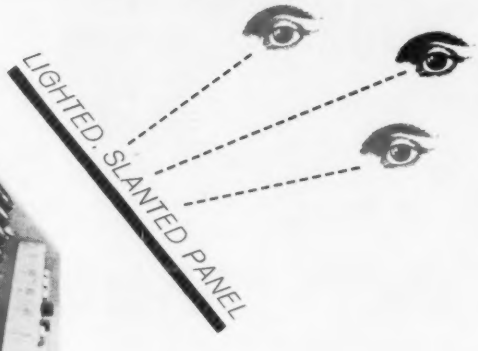
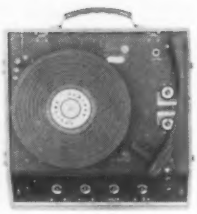
QUALITY AUDIO PRODUCTS



If you've ever tried to operate a player with controls mounted horizontally on the motor board, you know how awkward this can be. All Newcomb Series R, AV, and TR portable transcription player/public address systems have controls strategically slanted so they are completely visible and convenient to operate from any position, seated or standing. In addition, panels are well-lighted for use in a darkened auditorium or lecture hall.

HEAVY MOTOR BOARD

Light weight motor boards increase rumble noise, and they don't have the strength necessary to withstand shipping abuse. Motor boards on Newcomb players are made of # 18 gauge steel and are well-braced to insure stiffness and strength ... one of the many details which make Newcomb products sound better, last longer.



ACOUSTICAL FILTER TONE ARM MOUNT

If the tone arm is mounted directly to the motor board, rumble and motor noise that cause amplitude flutter is transmitted directly to the pickup. Tone arms on all Newcomb R, AV, and TR players are insulated from the motor board by a resilient mounting — an essential feature when reproducing stereo records.

Add these features to the multitude of thoughtful design details which distinguish Newcomb equipment ... Add them to Newcomb's long-term reliability — proven by your own service records ... and to the easy serviceability, and the ready availability of Newcomb's made-in-the-U.S.A. parts ... Equate years of service with initial investment, and you are sure to ...

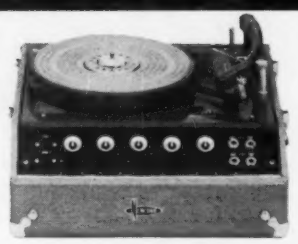
ACCEPT NO SUBSTITUTE

NEWCOMB R-164V

... a medium cost, medium power, 4-speed variable-speed, transformer-powered player has lighted, slanted operating panel, separate phono and mike mixing controls, separate tone controls.

NEWCOMB AV-1612V

... a deluxe, medium power, 4-speed, variable-speed, transformer-powered player has lighted, slanted operating panel, deep-ribbed rubber mat, voice filter, scratch-filter, neon strobe.



NEWCOMB AVS-1624V STEREO

... a deluxe, 24 watt, transformer-powered player with lighted, slanted operating panel, provides stereo or mono record reproduction at flip of switch, has stereo mike and tape inputs, and blend control.

Write for complete information; please specify type and size of players in which you are most interested.

NEWCOMB AUDIO PRODUCTS CO., Dept. S-9, 6824 Lexington Avenue, Hollywood 38, California.

PRODUCT PREVIEW

Circle OV-300 for more information on all instructional equipment reviewed on pages 91–93.

Hardware for Instruction

SHADES PREVENT LIGHT LEAKAGE

Joanna Western, well-known shade maker, announce their Darko room darkening window shade equipment. These shades, designed for visual education classrooms, are either face mounted or recess mounted. All joints are overlapped to prevent light leakage. All metal edges are turned and finished smooth to prevent damage to the shade cloth. Several different shade cloths are available: Commander made of vinyl coated duck, washable and flameproof; Blackout, double vinyl coated, washable, flameproof, simulated leather; and Exlite, room darkening opaque, washable, flameproof. Joanna Western Mills Co., 22 & Jefferson Sts., Chicago 16, Ill.

Circle **OV-301** on reply card, last page

ZOOM LENS MAKES PROJECTORS MORE VERSATILE

A projection lens designed to increase the versatility of Kalart/Victor 16mm sound projectors is now available as an accessory. This new lens has a variable focal length from 1½" to 2½". Its aperture is f:2.

A projector equipped with a Victor Zoom lens is suitable for showing films under a wide variety of conditions. Room size and screen size are rarely limiting factors to the use of a projector with this lens. For example, the lens makes it possible to fill a screen 36" wide by locating the projector anywhere from 12 to 20 feet from the screen. Victor Animatograph Corp., Div. of the Kalart Co., Inc., Plainville, Conn.

Circle **OV-302** on reply card, last page

COLOR SLIDES PROJECTED BY REMOTE CONTROL

The Argus Electromatic 570 color slide projector is a slim, trim unit which holds up to 60 slides, almost twice the usual capacity. It comes with a complete remote control unit and 10′ cord for focus, forward and reverse control. A built-in pointer light is a plus for instructors.

Compact and portable, the unit is styled for carrying like an attache case. Argus Cameras, Inc., Div. of Sylvania Electric Products, Inc., Ann Arbor, Mich.

Circle **OV-303** on reply card, last page

PROJECT AN ARROW ON YOUR SCREEN

Instructors can pin-point the most minute detail or the action on projected slide or motion picture screens with a new Flashlight Pointer. A bright, sharply visible arrow is thrown on the picture. There is no distortion. Edmund Scientific Co., Barrington 51, N. J.

Circle **OV-304** on reply card, last page

SLIDE SYSTEM ADDS SOUND TRACK FOR FIRST TIME

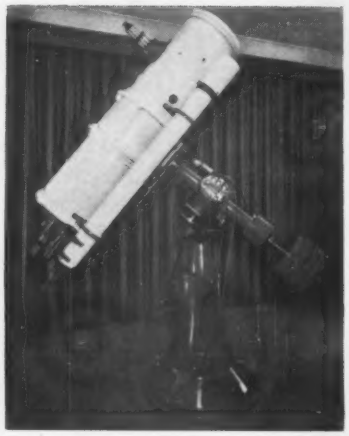
Unveiled at the National Audio Visual show just held in Chicago was the Gray Mfg. Co.'s striking new Audioslide. Up to three minutes of

high fidelity sound is combined with the picture for the first time on a single slide. Individual Audioslides can be made in less than ten minutes, or hundreds of copies of whole programs can be economically mass produced. Presentations using the Audioslide system can be edited, updated or rearranged on the spot. In addition, either picture or sound can be interchanged or replaced as desired. Color, or black and white 35mm film clips, or 2" x 2" mounts can be accommodated in an automatic slide magazine with a capacity of 36 Audioslides.

The system includes the new Gray D-Scope slide projector which projects and plays the Audioslide. The Gray Mfg. Co., 16 Arbor St., Hartford 1, Conn.

Circle **OV-305** on reply card, last page

LOW COST, HIGH QUALITY 12″ TELESCOPE



The telescope shown in the illustration is a Nishimura Cassegrain-Newtonian combination in the 12″ aperture size, equipped with all the features usually found in larger instruments, yet priced well within the reach of most secondary schools and smaller colleges.

Available in a Cassegrain-only and Newtonian-only, as well as the combination instrument pictured, this telescope has the following major features: electric slow motion controls in both Right Ascension and Declination, mechanical, sidereal rate driving clock, a 4″ refracting guiding telescope, three cameras, sunfilters, a prism star diagonal, one Herschel wedge, one off-axis guiding eyepiece with illuminated, transparent crossline, and many other features. Biela Observatories, Inc., 325 Berry Ave., Anaheim, Calif.

Circle **OV-306** on reply card, last page

PRODUCE YOUR OWN PROJECTION TRANSPARENCIES

Secondary school instruction can be made more efficient and effective through the use of packaged training courses of visual aids for overhead projection introduced by Ozalid Div. The Masters Program permits teachers to produce their own transparencies for science and math courses at less than one-third the cost of purchased transparencies. The color transparencies are produced without involved photographic darkroom methods, or preparation of expensive artwork.

Ozalid Masters Kits are available initially for six curricula: General Science, Physics, Algebra, Chemistry, Beginning Electronics, and Biology. Each kit provides all the materials needed for creating professional transparencies on a given subject with the opportunity for modification to suit individual teacher preference. Contained in a protective file container for storing finished transparencies and materials are the following: the Art Master book which contains up to 200 preprinted reuseable art masters for reproduction onto Ozalid Projecto-Viewfoils, a certificate redeemable by Ozalid for all Projecto-foils required, assuring fresh material, Projector Mounts for mounting all transparencies, Mounting tape to fasten foils to the mount, and complete instructions. Ozalid Div., General Aniline & Film Corp., Johnson City, N. Y.

Circle **OV-307** on reply card, last page

WHISPER-QUIET, COOL OVERHEAD PROJECTOR

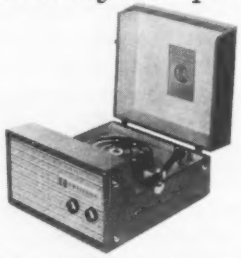
The new Kool-Lite 6000 Overhead Projector introduced by Buhl Optical Co. features exceptionally

Circle **OV-271** on reply card, last page

Sound Learning through Living Sound

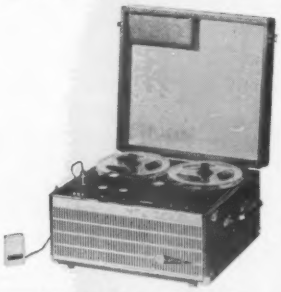
Educators rely upon Califone portable phonographs, tape recorders and sound systems to provide top fidelity and rugged service at prices well within budget.

califone *proudly presents* **two new models** *at remarkably low prices*



JET (3J) *CLASSROOM PHONOGRAPH*

4-speed, 8″ turntable with built-in 45 RPM center. Plays 7″, 10″, or 12″ records with lid closed. Locking arm rest with safety needle guard. Floating motor and pick-up deck prevents groove jumping. Separate volume and tone controls. Output jack for earphones or external speaker. Professional user net: $44.95 + Ex. Tax



COMET (70-T) *TAPE RECORDER*

Excellent performance at minimum cost. Records up to 7″ reels at 3¾ or 7½ IPS. Heavy duty tape deck cannot break or spill tape. Chrome kickproof speaker grill. Compact case closes with 7″ reels in position. Automatic shut-off when lid is closed. Microphone included. Professional user net: $199.50

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FOREMOST MANUFACTURER OF SELECTIVE AUDIO-VISUAL PRODUCTS FOR EDUCATION

cool, bright, and whisper-quiet operation. Weighing only 40 lbs., the projector accommodates transparencies up to 10″ x 10″. Cellophane rolls, which can be used for the projection of hand-written notes, are held in the unit. Due to the exceptional coolness of operation, the Kool-lite will hold projection transparencies for almost unlimited periods of time without loss of quality due to overheating. Buhl Optical Co., 1009 Beech Ave., Pittsburgh 33, Pa.

Circle **OV-308** on reply card, last page

EVEN YOUNG STUDENTS CAN OPERATE NEW 16MM PROJECTOR

The Graflex Galaxy is a sleekly designed, uncomplicated instrument that even a grade school student can operate—there are no fuses, no loops to bother with, no drive belts

to engage or disengage. A new lamp, recently developed by Sylvania, provides brighter, more uniform screen illumination and cooler operation. This lamp also reduces maintenance costs since no condensers are used, and the lower heat factor permits the use of a much smaller and quieter cooling system.

The basic Galaxy models provide optical sound and silent film projection. The projector is housed in a single case with the speaker mounted in a lift-off cover. The elevation control is counterbalanced to smoothly adjust height, and a positive lock is provided. A new optical framing system does not change the screen position of the projected image. Graflex, Inc., 3750 Monroe Ave., Rochester, N. Y.

Circle **OV-309** on reply card, last page

PROJECTION SCREEN MOUNTS EASILY

The Draper V Screen is a reasonably priced, durably constructed screen which rolls up and down easily. The screen is designed to fit your present map hooks, map roller brackets, or for easy attachment to wall or chalkboard frames, for which clips are provided. Luther O. Draper Shade Co., Spiceland, Indiana.

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Circle **OV-272** on reply card, last page

DURABLE BEAUTY

ENFORCES GOOD POSTURE . . . ENCOURAGES ATTENTION . . . MAINTAINS BEAUTY . . . REDUCES VISUAL SHOCK

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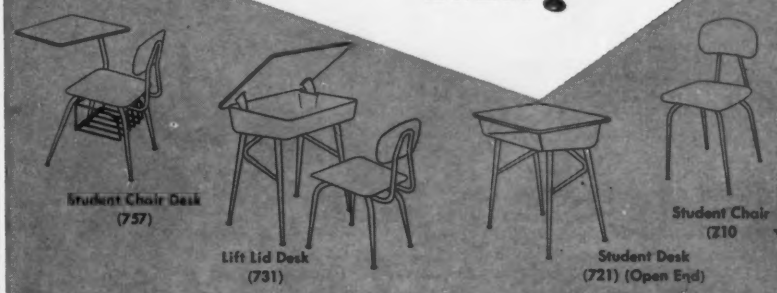
Student Study Top Combination (Model 781)

IT'S POSTURIZED!®

Molded to fit the natural contours and healthy attitudes of the body; keeps students alert and receptive in comfort.



Student Chair Desk (757)

Lift Lid Desk (731)

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Correct furniture for every grade . . . for every need. Same colorful solid plastic, constant heavy guage tubing used throughout the Schoolco line. *Ask your franchised dealer or write.*

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Here's A Way To Earn
$ All You Can Spend
$ MONEY $ MONEY $
CITATION
Popcorn Machine
Sales: $30.00 per hour
14 ounces per popping
2350 watts — 110 volt
Exhaust Filter. All
Aluminum Alloy — rust
proof and corrosion-
resistant.
A 600.00 Value for only
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WHIZ BANG
Popcorn Machine
Sales of $24.00 per hour
2050 watts — 110 volt
Super Speed Kettle
Portable—plug in any-
where.
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$279.50
Other models from $199.00
All Units fully guaran-
teed by Gold Medal
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PAY AS YOU POP PURCHASE PLAN AVAILABLE
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MORE PEOPLE BUY GOLD MEDAL POPCORN UNITS THAN ANY OTHER MAKE!

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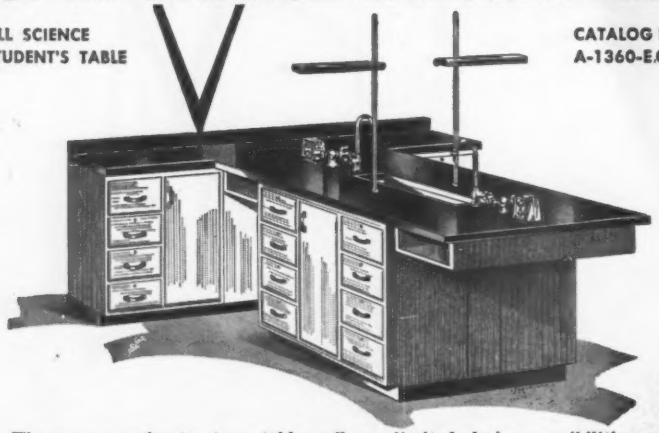
Quality / FURNITURE
for all SCIENCE LABORATORIES

ALL SCIENCE
STUDENT'S TABLE

CATALOG NO.
A-1360-E.C



These new perimeter type tables offer unlimited design possibilities and arrangements from standard interchangeable base units. They provide numerous advantages for new construction design as well as for use in remodeling for Chemistry, Physics, Biology and General Science laboratories. Our representative engineer will be pleased to discuss your requirements and show you the entire line of Peterson furniture that has been the choice of leading educators and industrial furniture users for more than 65 years.

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OF GENERAL INTEREST

ELEMENTARY CHILDREN SPEAK CONVERSATIONAL FRENCH

A new course "Parlons Français," tailor-made to the needs of very young children, has just been offered by Heath deRochemont Corp. Youngsters can get right into the spirit of the course by pretending to be the French children who are shown through the medium of videotapes on ETV and 8mm or 16mm film. They will, through the teacher's re-enactment of the action, make the proper responses in French. The emphasis is on learning to think in the new language, rather than on translation. Supplementary materials include special teacher preparation motion pictures, teachers' guides, teacher preparation high fidelity plastic records, pupil practice and drill high fidelity plastic records for classroom and home use, audio-lingual activity books for pupil use, and teachers' editions of the audio-lingual activity books. Heath deRochemont Corp., 16 Arlington St., Boston 16, Mass.

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ELECTRIC TYPEWRITER HAS SIX TYPE STYLES

IBM has designed a radically new electric typewriter—one without type bars or movable carriage. The Selectric types by means of a single sphere-shaped element bearing all of the

alphabetic characters, numbers and punctuation symbols. Among the features of this unusual machine is the flexibility of type styles offered by the single element principle. The element may be removed by the typist and replaced with another type style in a matter of seconds.

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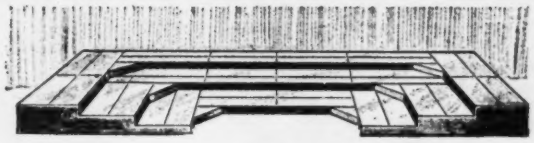

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IMPROVE THE SOUND OF YOUR GROUP 100%

FOR BAND, ORCHESTRA, CHORUS

- **FULL STAGE** — *for seated groups*
- **PORTABLE** — *for standing chorus*

STANDARD or CUSTOM-BUILT

for complete information write

Wenger Music Equipment Co.

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Owatonna, Minn.

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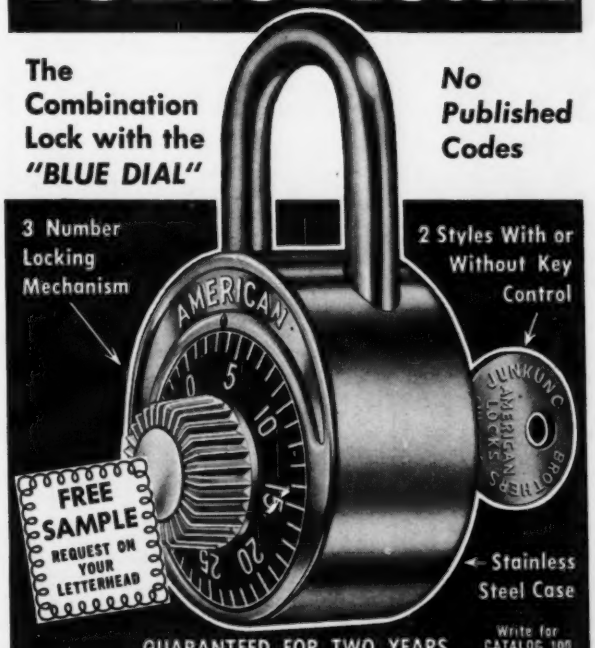
american

The Combination Lock with the *"BLUE DIAL"*

No Published Codes

3 Number Locking Mechanism

2 Styles With or Without Key Control



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Write for CATALOG 100

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american lock company
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An Overhead Projector is only as Valuable as its **TOTAL USEFULNESS** in the Classroom

KEYSTONE Overhead Projector

Available with your Keystone Overhead Projector—at reasonable cost — are these prepared materials:

1. **Science** Transparencies — a splendid series of standard (3¼ x 4 in.) slides on Biology, Physics, General Science, Health, Elementary Science.
2. **Social Studies** Transparencies, standard size, 3¼ x 4 in.
3. **Map** Slides, 3¼ x 4 in.
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5. **Tachistoslides** for teaching Reading, Music, Typewriting, Shorthand, Arithmetic, and Foreign Languages.
6. **PRACTICAL USABLE Handmade Slides** and Transparency Materials. Etched Glass Slides used with ordinary lead pencil.
7. **And Other Uses** — projection of 2 in. and 2¼ in. Slides, Strip Film, Microscopic Slides, Tachistoscopic Slides.

The KEYSTONE Overhead Projector and many of the items listed are available for purchase in many states **under TITLE III of the NDEA.**

Demonstration in Your Classroom on Request

KEYSTONE VIEW CO., Meadville, Pa.

Since 1892, Producers of Superior Visual Aids

The man who keeps education's books:

SCHOOL BUSINESS OFFICIAL

Who he is . . . what he does . . . where he comes from . . . reported in the October issue of

OVERVIEW

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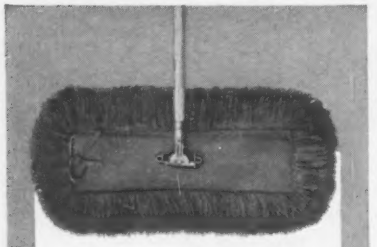

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An initial library offers six faces which can be used for billing, general correspondence, and script typing.

A "selective stroke storage system" increases the typists' speed and accuracy. If two characters are struck nearly simultaneously, only the first is typed, while the system automatically stores the other for a split second, then types it immediately. Two sizes are available: one to accommodate paper up to 11″ in width and a larger model for paper widths up to 15½″. International Business Machines Corp., Electric Typewriter Div., 545 Madison Ave., New York 22, N. Y.

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HAND EMBOSSING TOOL LABELS SCHOOL EQUIPMENT

Tools, art supplies, books, and gym equipment can be readily identified by means of the new Dymo-Mite

Tapewriter. This precision-engineered tool is made of a lightweight aluminum alloy polished to a sheen. You merely dial the letters or numbers to be imprinted and press the handle to emboss. A built-in cut-off blade trims the finished label to the exact size desired.

Vinyl tapes with self-sticking backs in a wide variety of colors make possible a complete color coding system and attach instantly. Tapes without adhesive backing as well as metal tapes are also available. Dymo Industries, Inc., 2950 Seventh St., Berkeley, Calif.

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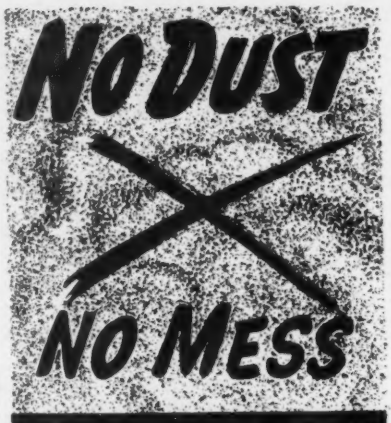

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Those gray, rough blackboards can be resurfaced after class and be ready for use the next morning!

There is no dust, dirt, mess left behind — only beautiful blue-black slateboards with satin-smooth writing surface. The writing on them will henceforth be sharp, clear, silent and completely legible to make impressions readily on the children's minds.

The boards are taken off the wall, resurfaced, honed, polished and reset. Cracked or broken boards are repaired or replaced. They are skillfully reset so none is loose or rattly, and there are no open joints.

Free Trial Resurfacing of Your Slate Chalkboards

To prove your satisfaction in advance, we'll resurface the slate chalkboards of any classroom of your selection. If you are not absolutely satisfied with their "new look" and write-ability, this demonstration will cost you NOTHING. (No obligation either). If pleased, we'll complete the contract. An amazing guarantee!

Send for "Care of Blackboards" and list of hundreds of schools served by us.

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Individual award plaques with FADE-PROOF PHOTO on metal. Lasts forever. Write for descriptive literature.

WE GIVE S&H GREEN STAMPS

S & H Green Stamps given on *every* order.

BLACKBOARD RESURFACING COMPANY
BANGOR, PA.
Home of ALL Slate Chalkboards

Also **HEADQUARTERS** for changeable letter directories, announcement boards, cork bulletins of all kinds, styles, sizes for all purposes or special boards made to order. **Free folder! Address Dept. 9-O.**

LOW COST MOBILE LANGUAGE LABORATORY

An easy-to-use, low cost language laboratory on wheels just introduced by RCA extends the opportunity for learning spoken foreign languages to students at all grade levels. The

laboratory rolls into the classroom, plugs into any AC outlet and is ready to operate. The unit accommodates up to ten students, each provided with an individual headset and microphone. The console is equipped with a tape recorder for playing lesson tapes. Simple controls permit the teacher to communicate with students individually and to listen to their responses for grading purposes. Educational Electronic Products Dept., Radio Corporation of America, Meadow Lands, Pa.

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FAST, EASY STUDENT RECORD POSTING

The Addressograph-Multigraph Transfer Printer, Model 831, posts Grade Ledgers in clear, permanent, non-fading black, up to 11 lines per impression and at the rate of 700 records per hour. A simple, two-step procedure is followed: 1) from collated, punched grade cards, the tabulator lists "transfer master" in continuous form; and 2) from the continuous master, the machine "transfer prints" permanent student records. This unit also makes duplicate student records and can be used for making selective mailings, billing, and curriculum promotion pieces. Substantial savings in clerical hours, machine time and forms cost are possible. Addressograph-Multigraph Corp., 1200 Babbitt Rd., Cleveland, 17, Ohio.

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turn your budget* into a **lifetime** investment

specify functional, flexible lifetime quality

STEEL

MULTI-STUDENT DRAWING UNITS

• **ECONOMICAL** • **NO MAINTENANCE:** last a lifetime! • **SPACE-SAVING:** 3 basic cabinets plus desks serve 6 to 12 students at each unit.

EXCLUSIVE STACOR FEATURES: • Open working surface • Horizontal storage of boards up to 20" x 26" plus T-Square, tools, other material • Drawers have individual locks . . . are masterkeyed • Heavy gauge steel • Hard-baked enamel finish in decorator colors: Beige, Mist-Green & Gray • Permanence • Minimum upkeep

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WOOD FOLDING PARTITIONS

provide "walls" that meet changing needs

PELLA WOOD FOLDING PARTITIONS help schools to keep pace with demands for multiple use of the same floor space. These massive and substantial space dividers are available for any opening width and heights up to 20'—1". Stable core panel construction prevents warping. Patented steel spring hinging assures easy, dependable operation throughout years of rugged use. Available in 6 genuine wood veneers:

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ROLSCREEN COMPANY, Dept. MI-14, Pella, Iowa
Please send literature on PELLA WOOD FOLDING PARTITIONS and name of nearest PELLA distributor.

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WOOD FOLDING PARTITIONS

PELLA ALSO MAKES QUALITY WOOD FOLDING DOORS, WOOD CASEMENT AND MULTI-PURPOSE WINDOWS, WOOD SLIDING GLASS DOORS AND ROLSCREENS

MORE ABOUT ETV

Circle OV-401 for all literature described below; for more information on specific products, circle corresponding OV numbers below each item on the postage-paid reply card at the back of the magazine.

BASIC INFORMATION

"Educational TV . . . A Primer." Much help here on equipment, terms, costs. Thompson Ramo Wooldridge, Inc., Educational Electronics Div., 532 Sylvan Ave., Englewood Cliffs, N. J.

Circle **OV-402** on reply card, last page

CLOSED CIRCUIT SYSTEMS

"Educational Television, Dynamic Tool for Teaching." The RCA ETV product line from simple camera and receiver combinations to full TV production facilities like those of large broadcast stations. Radio Corporation of America, Broadcast & Television Div., Camden 2, N. J.

Circle **OV-403** on reply card, last page

"New Dimensions in Electronic Devices." Booklet describes FM closed circuit TV, an expandable system with wide range of accessories available. Fairbanks, Morse & Co., Electronics Div., 100 Electra Lane, East Station, Yonkers, N. Y.

Circle **OV-404** on reply card, last page

"A Complete Closed Circuit Television System . . ." Simple, basic equipment at low cost. Electron Corp., Dallas, Tex.

Circle **OV-405** on reply card, last page

"Closed Circuit TV Catalogue." Catalog features transistorized TV cameras, audio-video modulator, monitors and a number of accessories. Blonder-Tongue, 9 Alling St., Newark, N. J.

Circle **OV-406** on reply card, last page

"Stratovision and Educational Television by Westinghouse." General information about the basic equipment necessary for both Stratovision and closed-circuit systems. Facts about both equipment and installation. Westinghouse, Television and Radio Div., Metuchen, N. J.

Circle **OV-407** on reply card, last page

RECEIVERS

"Why Schools Need A Specially Designed Transvision TV Receiver." Safety factors are engineered into these units. Specifications and reasons for specifications listed. Transvision, Inc., New Rochelle, N. Y.

Circle **OV-408** on reply card, last page

"Now 'Prizomatic' Projection TV at Peak Clarity in Normal Light!" Classroom darkening is unnecessary with equipment described in this leaflet. Closed-Circuit Corp. of America, 5397 Popular Blvd., Los Angeles, Calif.

Circle **OV-409** on reply card, last page

"The Magnificent Magnavox Quality Television for Classroom Educational Viewing." The educational models shown here emphasize constant picture and sound quality, VHF or UHF operation, safety factors. The Magnavox Co., 2131 Bueter Rd., Ft. Wayne, Ind.

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"12-Foot Television Pictures for Life-size Enjoyment." The Dalto Amphicon "108" described is a self-contained TV receiver which also projects the picture to any desired size on movie screen or wall. Dalton Electronics Corp., Oak St., Norwood, N. J.

Circle **OV-411** on reply card last page

"Tele-Teacher." An improved receiver in a wood cabinet featuring a 23″ screen with 282 sq. inches of viewing area and a frosted cathode ray tube to eliminate glare and reflection in the classroom. Philco Corp., Tioga and "C" Sts., Philadelphia 34, Pa.

Circle **OV-412** on reply card, last page

"Tel-Eye by DuMont-Fairchild." New camera uses existing TV receivers as monitors. Its almost completely transistorized circuitry provides high definition pictures with good contrast characteristics. Allen B. DuMont Laboratories, 750 Bloomfield Ave., Clifton, N. J.

Circle **OV-413** on reply card, last page

ACCESSORIES

G.E. announces a closed-circuit control box with an all-transistorized, regulated power supply for its new CCTV camera. Designed for safety of operation, the control box contains no exposed external electrical connections and no internal voltages greater than 117 A.C. General Electric, Communication Products Dept., Mountain View Rd., Lynchburg, Va.

Circle **OV-414** on reply card, last page

"The Modern TV Distribution System." The new Jerrold distribution system, explained in this folder, with its all-purpose J-Jacks receptacle, requires no fore-knowledge of the particular function to be performed at each location. Includes wiring diagram of typical system and architects' specifications. Jerrold Electronics Corp., The Jerrold Bldg., Philadelphia 32, Pa.

Circle **OV-415** on reply card, last page

"Recommended Practices for the Design and Installation of Master Antenna Systems." This manual provides information on the design, installation and cost analysis of a TV Master Antenna System suitable for education. Entron, P. O. Box 287, Bladensburg, Md.

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☐ a classroom demonstration so I can judge for myself.
There is no charge and no obligation. Check language(s) you teach:
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NAME _____
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PRODUCT LITERATURE

Why Children Leave School

The National Education Assn. has sponsored a new series of films designed to report on education. *The Drop-Out* deals with the problem of youngsters who leave school before graduation; *The Hickory Stick* provides an insight into behavior problems in the classroom. 16mm. For sale. International Film Bureau, Inc., 322 S. Michigan Ave., Chicago, Ill.

Circle **OV-501** on reply card, last page

Radioactivity Measuring Instruments

A new 96-page catalog, describing more than 250 instruments, counting systems, radionuclides and nuclear accessories has just come off the press. Many are new products introduced within the last two years. Complete with pictures, detailed descriptions and specifications. Nuclear-Chicago Corp., 359 E. Howard Ave., at Nuclear Dr., Des Plaines, Ill.

Circle **OV-502** on reply card, last page

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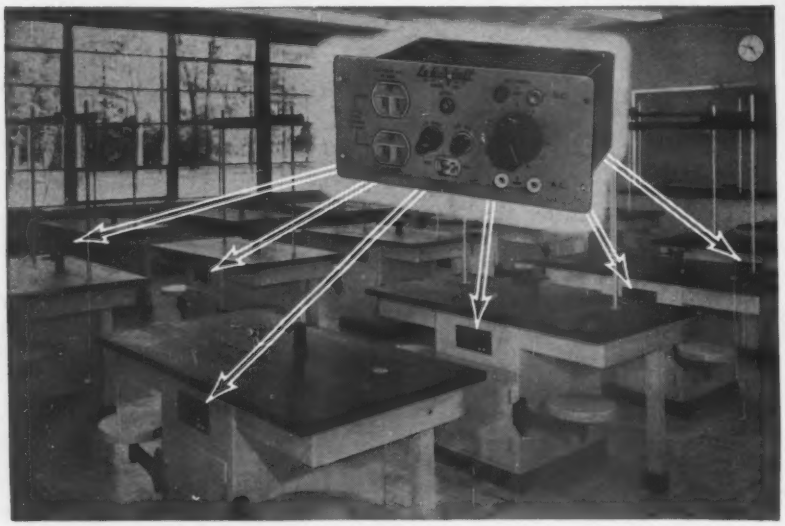

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Food for Hungry Minds

"Time for Ideas" is a new educational resource consisting of recorded conversations of five outstanding scholars. There are 50 discussions in all, relative to five basic subjects. On 33⅓ records or 3¾ ips tape. Academic Recording Institute, 3060 Locke Lane, Houston 19, Tex.

Circle **OV-504** on reply card, last page

Light on the Subject

"Kirlin Lighting for Schools" shows a variety of lighting fixtures designed for specific school uses—auditoriums, gymnasiums, multi-purpose rooms, pools, lounge, science rooms, classrooms, dining areas. The Kirlin Co., 3435 E. Jefferson Ave., Detroit 7, Mich.

Circle **OV-505** on reply card, last page

Working Knowledge of the Microscope

"Getting Acquainted with the Microscope" provides both student and teacher with a thorough introduction to the basic instrument for life science courses. Thirty-five pages of non-technical information. $.50 per copy. Science department heads may receive a complimentary copy by sending their request on school stationery to Bausch & Lomb Inc., Rochester 2, N. Y.

Circle **OV-506** on reply card, last page

School Supply Dispenser

Four-page folder tells how the "Little Store" school supply dispenser eliminates all cost of selling expense. Also outlines simple installation and servicing plan. School Supply Service Co., 12801 S. Halsted St., Chicago, Ill.

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Guide to Better Projection

An unusually informative leaflet has just been issued by Radiant Mfg. Corp. called "Audio-Visual Guide to Better Projection." Proper environment, proper materials are discussed. Radiant Mfg. Corp., 8220 N. Austin Ave., Morton Grove, Ill.

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Use This Reader Service Card For More Information on Products and Services

The business reply card covers products and services referred to in both advertisements and editorial reviews in this issue. The key (OV number) is found above the advertisement or following the editorial listing in the body of the magazine.

If further information concerning any of these products is desired, it will be sent without charge or obligation. Simply circle the identifying numbers on the back of the business reply card and mail it to us.

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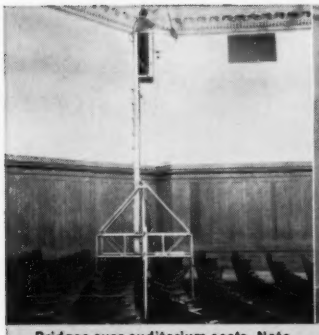

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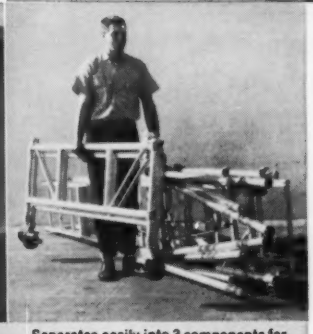

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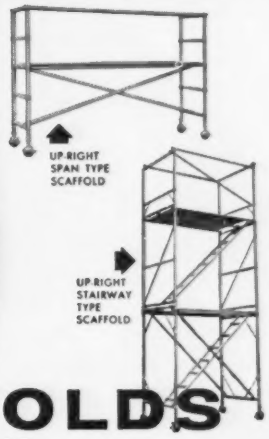

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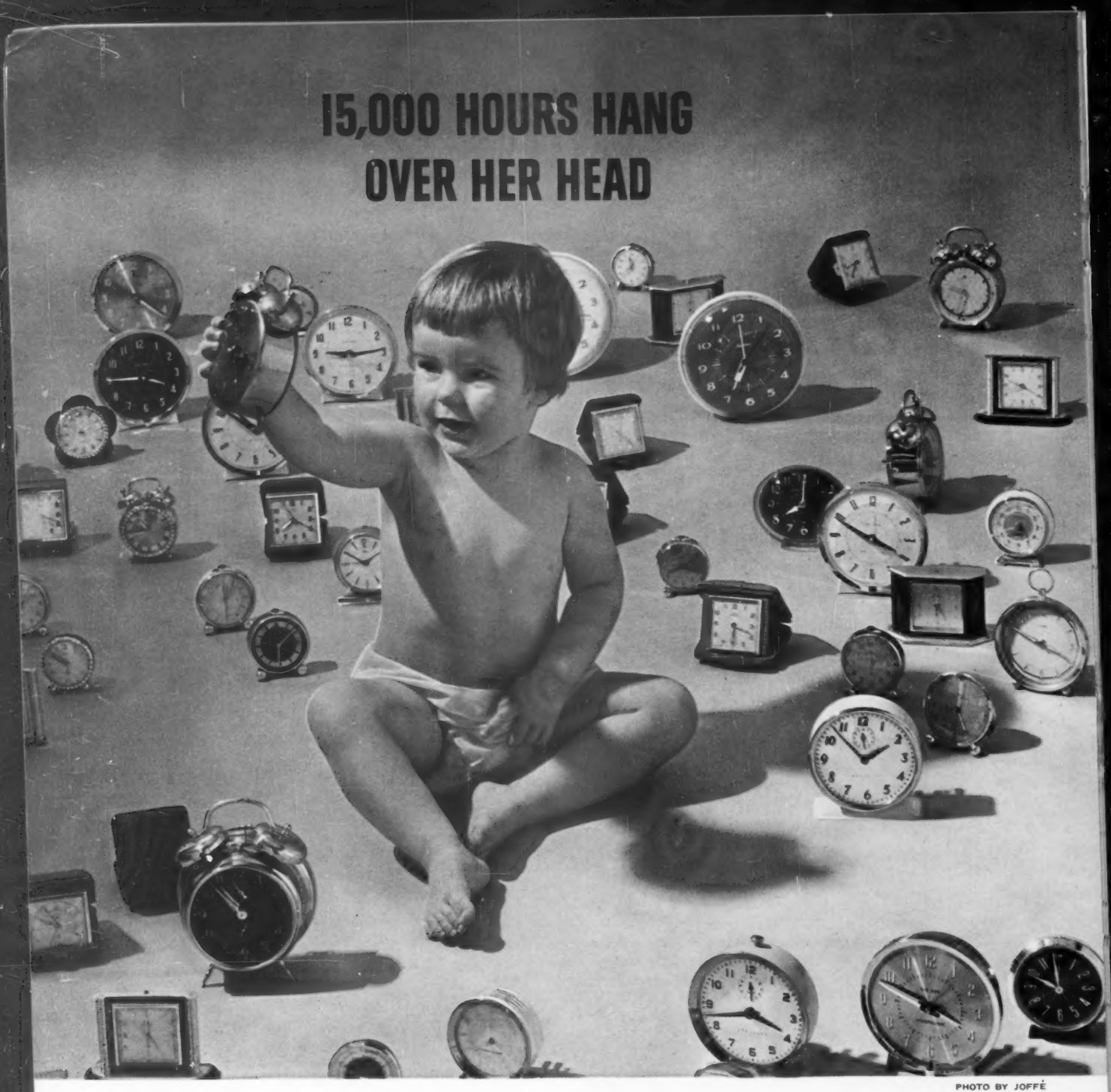
DEPT. 179, 1013 PARDEE, BERKELEY, CALIF.

In Canada: Up-Right Scaffolds Ltd., 120 Russett Ave., Oshawa, Ontario



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